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Developed by the state staff in agricultural education, this document provides a guide for teachers of vocational agriculture in development of agricultural occupational employment experience programs. The content includes: (1) Major Purpose and Contributory Objectives, (2) Need for Occupational Experience Programs, (3) Setting of Occupational Experience Programs in Relation to the Student, School, Community, Curricula, and Levels of Instruction, (4) The Balanced Agricultural Production Programs as a Part of the Supervised Occupational Experience Program, (5) Productive Enterprises in the Supervised Occupational Experience Program, (6) Providing On and Off-Farm Agricultural Placement Experiences as a Part of the Supervised Occupational Experience Program, (7) Operating Placement Programs, and (8) Supplemental Contributory Experiences in the Supervised Occupational Experience Program. Included in the appendixes are various checklists, training agreements, survey forms, evaluation forms, labor law summaries, training plans, sample student-learner certificates, and application forms. (DM)

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AUGUST, 1968

DEVELOPING OCCUPATIONAL EXPERIENCE PROGRAMS in AGRICULTURAL EDUCATION

THE STATE DEPARTMENT
OF EDUCATION

Floyd T Christian
State Superintendent

TALLAHASSEE, FLORIDA

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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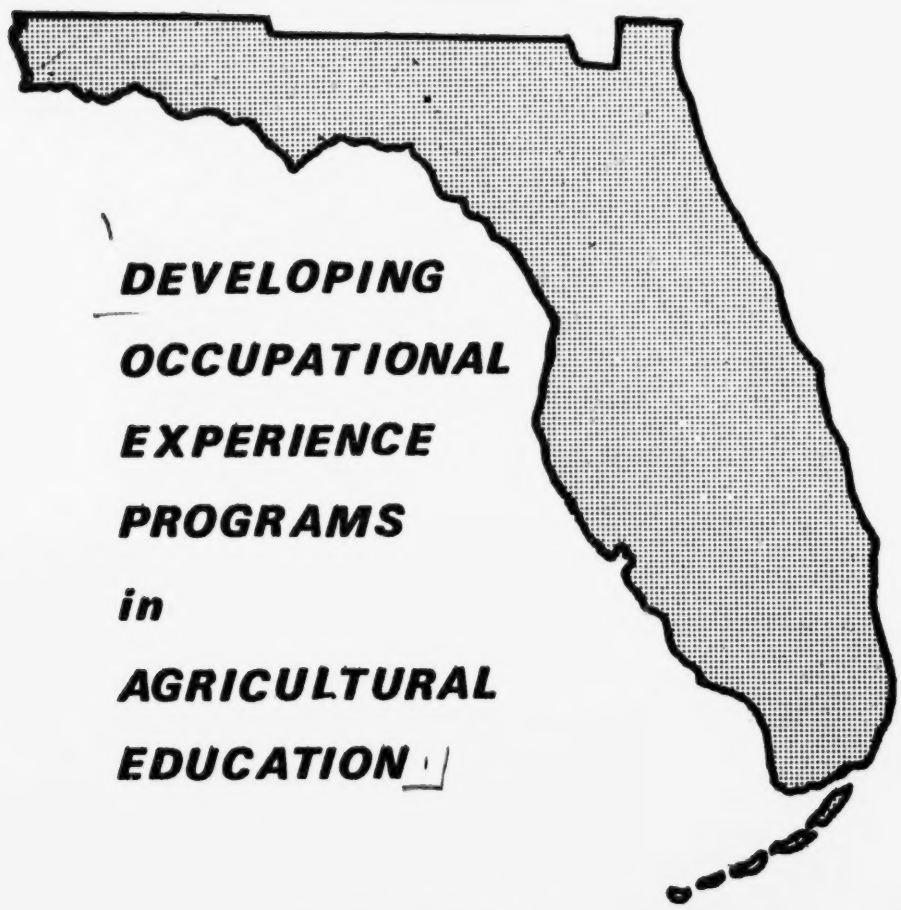

DEVELOPING OCCUPATIONAL EXPERIENCE PROGRAMS in AGRICULTURAL EDUCATION

DIVISION OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION

CARL W. PROEHL, Assistant Superintendent

AGRICULTURAL EDUCATION SECTION

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F O R E W O R D

This handbook is for teachers of vocational agriculture to use as they provide meaningful supervised occupational experiences for their students as an integral part of the total program of vocational education in agriculture, experiences which meet the needs of students as they explore different occupational areas and develop a range of salable skills. Although prepared primarily for the teachers, the handbook may be used as a reference by school administrators, guidance counselors, and other interested persons seeking a better understanding of the role different types of occupational experiences play in agricultural programs in high school, area vocational school, and post high school settings.

The development of this handbook was a total staff effort. In addition, we wish to acknowledge the suggestions and contributions made by the following graduate students in agricultural education: Jack Bateman, David Cuobas, Hiram Green, Daniel McKinnon, William Morgan, Jr., Bradley Smith, Jr., and Donnie Treadwell.

Additional copies of this publication may be secured from the Division of Vocational, Technical, and Adult Education, State Department of Education, Tallahassee, Florida 32304.

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INTRODUCTION

The changing character of the agricultural industry in our country has created a need for changes in programs of agricultural education as well. A major change has been the decrease in the number of persons directly engaged in production agriculture but a greatly expanding increase in the number of persons engaged in agriculturally related occupations who need agricultural comptencies. In order to meet more effectively the needs of those persons who will seek and find employment in the related agricultural occupations, programs of agricultural education must break the bonds of traditionalism and provide instruction and experiences in areas previously untapped if students enrolled in such programs are to become successfully prepared for entry level employment in an occupation.

One of the most effective means available to the teacher of providing this instruction and experience is to establish and involve all students enrolled in a well planned, systematic supervised occupational experience program as an integral part of the total program of vocational education in agriculture. Such experiences should begin in the first year of vocational offerings in the high school setting and be carried over into the different post-high school settings.

The materials presented on the following pages will not answer all questions or problems arising in conjunction with the development, operation, and supervision of different occupational experiences for students. Rather, these materials are intended only as general guidelines to assist a teacher of agriculture and the school's administrative personnel in organizing and conducting an experience program as a part of the total program of vocational agriculture. It is realized that each individual, school, and/or community situation may pose unique circumstances and questions which can neither be anticipated nor answered in advance. Solutions to those problems must be worked out by the teacher of agriculture when they arise, working cooperatively with all persons concerned.

Participating in a planned program of systematic occupational experiences under the supervision of concerned and committed teachers provides the student with basic "learnings" and valuable experiences which are often unobtainable in other manners. Such participation may not, however, prepare a student completely for entry into an agricultural occupation.

D E F I N I T I O N

The program of "supervised occupational experience" in agriculture consists of a planned series of activities in which the student applies to the occupational area of his choice the basic knowledge; skills; and concomitant interests, attitudes, appreciations, ideals, and habits learned in the organized instructional program. As implied by the term itself, the student will need instruction, supervision, guidance, and evaluation in "learning by doing" through occupational experiences. This may be provided cooperatively by the teacher, an employer, or other knowledgeable persons cooperating in his experience program. Supervised occupational experiences are an integral part of the program of vocational education in agriculture; consequently, a close relationship must exist between the instruction received at school and the occupational experiences gained by the student outside the school setting in order for the program in agriculture to be meaningful and vocational.

The occupational experience program should consist of one or more of the following: (a) agricultural productive enterprises, (b) placement for on-farm occupational experiences, (c) placement for off-farm occupational experiences, and (d) supplemental experiences such as improvement projects or other supplementary activities. The term, supplemental, as used herein, means additional experiences above and beyond those obtained in (a), (b), or (c) above, and is explained further on pages 25-35.

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MAJOR PURPOSE AND CONTRIBUTORY OBJECTIVES

The primary purpose of the occupational experience phase of the program of vocational agriculture is to enable the student to develop entry level managerial and operative abilities under real life conditions which will enable him to secure a position in and make satisfactory progress in an agricultural occupation of his choice, whether on or off the farm.

The following are some of the more important contributory objectives pertaining to occupational experience programs:

1. To provide an opportunity for students to learn better, through application on their own agricultural enterprises, the basic principles, knowledge, and skills being learned at school.

2. To provide students greater assurance of successful full-time employment upon completion of the vocational program in the high school or post-high school setting.

3. To provide students an opportunity to gain knowledge and experience in aspects of a job or career not available in the school setting.

4. To provide students an opportunity to develop desirable on-the-job personality traits including learning to cooperate and work with fellow-employees.

5. To provide students an opportunity to develop a sense of responsibility toward a job.

6. To serve a guidance function in providing students the opportunity to explore agricultural and agriculturally related occupations through a "try-out" period.

7. To provide students an opportunity to earn while learning.

NEED FOR OCCUPATIONAL EXPERIENCE PROGRAMS

The need for occupational experience programs as an integral part of the total program of vocational education in agriculture is grounded in the following principles of vocational education:

(1) Vocational education in all of its phases is an integral part of the total program of education and should be in tune with prevailing times and conditions.

(2) Programs of instruction should be directly related to employment opportunities and determined by school officials in cooperation with occupationally concerned and competent individuals and groups.

(3) The environment and facilities in which the student is prepared (trained) should duplicate as nearly as possible the desirable conditions and environment of the occupation in which the student will subsequently work.

(4) The preparation the student receives should include practice in the same operations, the same tools and equipment, and the same types of managerial decisions as are found in the occupation itself.

(5) The students should be prepared in the mental habits and manipulative habits required in the occupation itself.

(6) Training for an occupation is carried to the point of developing marketable skills, abilities, understandings, attitudes and work habits sufficient to enable the trainee to secure and progress in a job in that occupation.

(7) The closer the time of the training to actual job entry, the more effective the training becomes.

The concept of "learning by doing" is woven throughout the principles above. This means actual participation in meaningful experiences on the part of the student and consequently is the central element in any occupational experience program. Occupational experience is one of the blocks needed in the structure of vocational agriculture, along with class instruction, development of leadership abilities, career guidance and exploration, and other school experiences.

Since there exists a decrease in number of jobs in the unskilled category and an increase in skilled and semiskilled jobs in agricultural occupations in Florida, students need experiences in their educational program which will enable them to enter this nation's work force at a higher level of employment. Congress became aware of this need in the early 1960's and began to lay the groundwork for the Vocational Education Act of 1963 (Public Law 88-210). Under the provisions of this act, students in programs of vocational agriculture receiving support from this act may receive training not only for production farming, but also for the wide range of agriculturally related occupations requiring agricultural competencies.

SETTING OF OCCUPATIONAL EXPERIENCE PROGRAMS IN RELATION TO THE STUDENT, SCHOOL, COMMUNITY, CURRICULA, AND LEVELS OF INSTRUCTION

Soundly developed occupational experience programs for students will contribute to the total educational program of the school and community in several different ways. Among them are the following:

Benefits to the Student

1. Helps him make occupational choices in agriculture.

2. Provides an opportunity to receive on the-job instruction in his field of interest.

3. Provides an opportunity to become trained in entry level skills.

4. Provides an opportunity to grow in a selected occupation.

5. Provides realistic training by having him perform in an actual job under regular working conditions.

6. Provides an opportunity to apply at-school instruction received to the position for which he is training.

7. Provides an opportunity to earn and learn while still in school.

Benefits to the School

1. Increases the interest and participation in school programs by the community and helps establish good relations between the school and community.

2. Expands the high school vocational agriculture program by incorporating off-farm placement activities into that program at a nominal cost.

3. Relieves overcrowded classrooms by having some students in on-the-job training centers during specified periods of time.

4. Makes students aware of the need for, and importance of, other general subject in the high school curriculum.

5. Reduces dropout problems by keeping some students in school who might otherwise leave.

6. Provides an opportunity for the school to share in decreasing the number of unemployed.

Benefits to the Community

1. Develops better citizens as students discover the satisfaction of being able to hold a job and to support themselves.

2. Provides graduates with vocational training for entry level positions common in the community.

3. Increases employment skill levels in the community which in turn will provide incentives for industry to locate there.

4. Keeps graduates in the community when jobs are available.

Benefits to the Employer Cooperating in the Experience Program

1. Provides a possible source of future employees who are interested in the fields in which the employer is engaged.

2. Helps reduce training problems and expenses.

3. May provide relief personnel in the form of trainees who can take over when key men are sick or on vacation.

4. Provides employers an opportunity to participate in and assist with the school's program.

5. Trainees efficiency and alertness is maintained and increased through counsel and coordination of the vocational agriculture teacher.

Relationship to the Curriculum

In the basic agricultural program for secondary students, normally about two years, teachers should work toward the goal of having all students develop productive enterprises in order to learn and develop managerial responsibilities, obtain realistic experiences in areas of plant and animal science, learn basic budgeting and record keeping principles which are applicable to any agricultural operation, develop confidence and pride in themselves and their abilities, provide exploratory experiences, and most importantly, provide a means of learning.

In the advanced agricultural program for secondary students, the teachers will find more students who are mature enough to be placed for occupational experience in either an on-farm or off-farm job setting. This will be particularly true of senior students and of students who do not have ready made opportunities to enter an agricultural occupation through other avenues. Students may be placed for on-the-job occupational experiences in addition to the other supervised experiences which they may be developing, such as productive enterprises or supplemental contributory experiences.

On-the-job occupational experiences engaged in by an advanced level high school student as a part of his total occupational experience program may also extend to and be coordinated with his post-high school educational program in the area vocational school or community college setting. This will be especially true of agricultural occupations which are rather technical in nature and which require both longer periods of on-the-job experience as well as longer periods of at-school instruction than can be provided in the high school setting. Occupational experience programs are just as important to the preparation of students at the post-high school level as they are at the high school level.

THE BALANCED AGRICULTURAL PRODUCTION PROGRAM AS A PART OF THE SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

Definition: The balanced agricultural production program comprises those productive enterprises, supplemental contributory experiences, and on-farm placement experiences in a type of production agriculture that best utilizes the individual's time, equipment, abilities, money, and facilities.

Characteristics: Some of the characteristics of soundly developed, balanced production programs are that they:

1. Provide opportunities for the student to acquire desirable understandings, interests, attitudes, abilities, skills, and habits through the activities associated with planning, management, and labor involved.

2. Are planned jointly by the student, the parent or cooperating producer, and the teacher of agriculture.

3. Include enterprises and experiences of sufficient size and variety to be worthwhile and practical.

4. Provide opportunities for sharing in financial returns and risk-bearing by the student including the earning and/or acquiring equity either through ownership of property or savings.

5. Are within the limits of finances and credit available to the student.

6. Provide opportunities for expanding in scope as well as in being able to assume increased managerial responsibilities from year to year.

7. Include practical record keeping experiences and the use of those records in improving the farm business.

8. Include learning experiences which contribute to the student's acceptance of approved agricultural practices in his production program.

9. Result in the livestock raised, the crops produced, the practices used, and the management of the farming program being of high quality.

10. Are concerned with the likes and dislikes of the individual students.

PRODUCTIVE ENTERPRISES IN THE SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

Definition: A productive enterprise is a business venture for learning experiences and profit in which the student has complete or partial ownership. It involves a series of agricultural jobs usually making up a complete production cycle in an agricultural operation. It is a part of the overall supervised occupational experience program.

The student making a beginning and desiring to advance in a production agricultural occupation should be made to realize early in his planning that to carry a single productive enterprise for one year is not going to result in achieving that objective. For maximum learning, advancement, and financial returns, the student with such an objective should plan a complete farming program made up of productive enterprises and supplemental experiences. Supplemental experiences including improvement projects and other activities such as the learning of additional skills dovetail with and support the value of the productive enterprises undertaken by the student. It is also possible that arrangements for on-farm placement experiences may be worked out for the student to provide additional agricultural competencies not available through the carrying of productive enterprises.

A continuation type of productive enterprise is the most desirable, since this type usually results in the student building up a greater financial investment and in increasing the scope of this farming program. This type of enterprise may very well lead to the student's establishment in farming. Most major productive enterprises should be of the continuation type.

Contributory enterprises should usually be found in an occupational experience program which includes major continuation type productive enterprises if the student is to be successful with his major productive enterprises. For example, in the case of a student with a corn enterprise, a contributory enterprise might be a legume grown as a green manure crop for the corn enterprise.

The following is a list of examples of representative productive enterprises that students can carry out successfully in this state.

Animal Productive Enterprises

1. Bees

   a. Honey production: Colonies of bees that are kept primarily for their honey production.

   b. Crop pollination: Colonies of bees kept primarily for service as crop pollinators.

2. Cattle, Beef

   a. Breeding cow and calf: Female animals bred to calve during the period of the enterprise.

   b. Breeding heifer: Young females carried to breeding age for sale or use in developing the herd.

   c. Pen feeding: Animals fed roughage and concentrates and confined in a pen to be fattened for sale and slaughter. This may also include individual animals raised for exhibition as show steers.

   d. Breeding bull: Purebred males raised for sale or use on the home herd.

   e. Range calf: Calves that are raised on the range with their mothers until weaning age and are then sold as weaning calves or stockers.

   f. Feeder: Calves or stockers carried on pasture or on growing rations to be sold or used as feeders.

3. Cattle, Dairy

   a. Dairy cow: Females bred to freshen during the year of the enterprise and which are kept for milk production.

b. Breeding heifer: Young females carried to breeding age for sale or use in developing the herd.

c. Veal: Baby calves fattened to a specific grade and weight as veal.

d. Breeding bull: Purebred males raised for sale or use on the home herd.

4. Fish

a. Aquarium: Freshwater or saltwater tropical fish bred and raised for sale to homeowners and pet shops for stocking aquariums.

b. Food: Edible species of fish raised under controlled conditions for sale as meat.

c. Restocking: Edible species of fish hatched and raised to stocking size for the purpose of restocking ponds, streams, and lakes.

5. Fish Bait

a. Crickets: Enterprise carried to grow crickets or similar insects for sale as live fish bait to wholesalers or for the retail trade.

b. Live minnow bait: Fish raised to bait size for sale as live bait to fishermen.

c. Worms: Enterprise carried to grow worms such as catalpa, night crawlers, earthworms, and red worms for sale as fish bait to wholesalers or for retail trade.

6. Game bird: Wild birds such as pheasant, quail, turkeys, or chukkar partridges hatched and raised for sale or release to restock hunting or game management areas.

7. Goats

a. Milking goat: Female goats raised for production and sale of their milk.

b. Meat or range goat: Goats raised for meat purposes.

8. Horses

a. Colt: Young animals kept to grow for breeding, work or sale purposes.

b. Mare and foal: Females kept to foal during the enterprise year.

c. Riding horse: Animals raised, broken, and trained for sale as riding stock for pleasure or work.

9. Oyster: Spat seeded on suitably natural or prepared beds for growing to marketable size.

10. Poultry

    a. Broiler or fryer: Chicks hatched or purchased at hatching time and carried to the broiler or fryer stage for sale.

    b. Capon: Caponized male birds fattened for meat purposes.

    c. Duck meat: Chicks hatched or purchased at hatching time and carried to the broiler or roaster stage for sale.

    d. Guineas: Birds raised for sale of eggs or chicks.

    e. Laying hen: Hens kept for the purpose of producing eggs for sale.

    f. Pigeon: Squabs raised for sale.

    g. Quail: Chicks hatched or purchased at hatching time and carried to maturity for sale as meat.

    h. Turkey poult: Poults hatched or secured at hatching time, carried to market weight, then sold.

    i. Turkey breeding flock: Turkey hens and gobblers kept for the purpose of producing hatching eggs.

11. Rabbits

    a. Breeding rabbit: Bucks and does raised for sale as breeding animals.

    b. Meat rabbit: Rabbits kept for production of fryers.

12. Sheep

    a. Ewe and lamb: Ewes kept to produce lambs and wool crop.

    b. Lamb fattening: Lambs secured as feeders to be carried to slaughter weight and condition.

    c. Feeder lamb: Light weight lambs carried on pasture or on growing rations to be sold as heavy feeder lambs.

13. Swine

    a. Breeding gilt: Young females raised to breeding age for sale as bred gilts.

    b. Breeding replacement: Pigs, either boars or gilts, raised to breeding age for sale or as replacement stock.

c. Sow and litter: Sow or gilts kept to produce litters.

d. Swine fattening: Pigs, after weaning, fed to slaughter weight and condition.

Plant Productive Enterprises

1. Aquatic plants: Plants propagated and grown for sale to home-owners and pet supply houses as aquarium materials.

2. Beans

   a. Field bean: A crop grown for the purpose of marketing as dry beans.

   b. Green bean: Snap or lima beans grown for sale as fresh produce.

3. Citrus fruit: Citrus crops grown for sale of fruit such as:

   a. Orange
   b. Lemon
   c. Grapefruit
   d. Tangerine
   e. Kumquat
   f. Limes

4. Citrus, nonbearing: Established grove grown and managed to bearing age.

5. Citrus nursery: Seedlings transplanted to nursery rows for budding and growth.

6. Citrus seedbed: Seed planted to furnish rootstock for nursery use.

7. Corn

   a. Field corn: Crop grown for sale or own use as a livestock feed.

   b. Sweetcorn: Crop raised for freezing, canning, or for fresh consumption.

8. Cotton: Crop grown for sale of seed and lint.

9. Floral Crops

   a. Cut flower: Flowers grown in field beds or hothouses for sale as cut flowers.

   b. Fern (asparagus plumosis): Ferns grown in field beds for sale to florists.

   c. Orchid: Plants grown for sale or for production and sale of their flowers.

   d. Bulb and tuber: Plants grown for sale of their rootstock.

10. Forestry

    a. Farm woodlot: Forested plots managed for the production of sawtimber, pulpwood, fuelwood, and posts or poles.

    b. Gum farming: Forested plots managed for the production of turpentine gum (naval stores).

    c. Seed tree: Mature stands managed for production and sale of seed or cones for breeding and nursery purposes.

11. Garden: A garden grown for sale of vegetables.

12. Hay: A single crop or combination of grass and legume crop varieties grown for sale or home use as hay.

13. Melons: All melon crops grown for sale of their melon fruits, such as:

    a. Cantaloupe
    b. Honeydew
    c. Watermelon

14. Ornamental Horticulture:

    a. Turfgrass: Lawn grasses grown in field plots for sale as plugs, sprigs,.or sod.

    b. Potted plant: Plants propagated, grown, and sold primarily for use as potted flowers or specimen plants for indoor or outdoor use.

    c. Transplanting: Different plants propagated, grown, and sold primarily as container plants for landscaping purposes.

15. Pasture: A single crop or combination of grass and legume crop varieties grown for either seasonal or year-long pasturing of livestock.

16. Peach: Trees grown to bearing age for sale of fruit.

17. Peanut: A crop grown for sale of their nuts.

18. Pecan: Bearing trees grown for sale of their nuts.

19. Potatoes (Irish)

    a. Potato: A crop grown for sale or home use.

    b. Certified potato: A crop grown for sale of certified seed.

20. Potatoes (Sweet): A crop grown for sale or home use.

21. Small Fruits: Vine and bush crops grown for sale of fresh fruit such as:

    a. Blackberry
    b. Blueberry
    c. Grape

22. Small Grains:

    a. Barley grain and pasture
    b. Oat grain and pasture
    c. Rye grain and pasture
    d. Wheat grain and pasture

    Crops grown for sale or use as feed and/or pasture

    e. Certified barley seed
    f. Certified oats seed
    g. Certified wheat seed

    Small grain grown for the production and sale of certified seed

23. Sorghums

    a. Grain sorghum: A sorghum crop grown for use or sale as feed grain.

    b. Forage sorghum: A sorghum crop grown for use as pasture, roughage, hay, silage, or soiling crop.

    c. Certified sorghum seed: A sorghum crop grown for the production and sale of certified seed.

    d. Sudangrass: A crop grown for use as summer pasture, silage, or hay.

24. Soybean: A crop grown primarily for sale of the beans.

25. Sugar cane: A crop raised for production and sale of cane, syrup, and sugar.

26. Tobacco

    a. Flue cured tobacco
    b. Nursery
    c. Shade grown tobacco

27. Tropical fruits: Tree fruits grown for sale as fresh fruit or for preserves.

    a. Avacado
    b. Guava
    c. Mango
    d. Papaya

28. Vegetable field crops: Crops grown for sale to produce houses, distant or local markets, or canneries.

a. Beet
b. Broccoli
c. Cabbage
d. Carrot
e. Celery
f. Cauliflower
g. Cucumber
h. English pea
i. Egg plant
j. Field peas, fresh
k. Greens - turnips, mustard, collards
l. Lettuce
m. Onion
n. Okra
o. Spinach
p. Squash
q. Strawberry
r. Sweet peppers
s. Tomato

29. Vegetable transplant: Sets and transplants raised for sale in field or garden use such as sweet potato slips, tomato and pepper transplants, strawberry runners, or onion sets.

Other Enterprises

1. Hunting Preserve: Private land developed and managed to provide income through fees assessed for hunting bird and game animals grown and released on that land.

2. Rural Recreation: Land developed and managed to provide income through admission fees for activities such as horseback riding, picnicing, outdoor sports, fishing, camping, or nature study.

3. Wildlife management: Private land developed and managed to conserve and/or restock fish, game birds and/or game animals so as to provide an income by charging a fee for harvesting such wildlife.

PROVIDING ON AND OFF-FARM AGRICULTURAL PLACEMENT EXPERIENCES AS A PART OF THE SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

On-Farm Placement

Definition: Locating a student on a farm or ranch for a considerable period of time to provide him an opportunity to secure a variety of planned experiences so that he develops and is able to apply knowledge and skills in production agriculture.

Any student who needs knowledge, operative and managerial skills, and practice in different areas of agricultural production and management that cannot be provided realistically in another manner should be engaged in on-farm placement as part of his overall occupational experience program. A student who is carrying productive enterprises and learning supplementary practices may very well be placed on a farm or ranch for additional experience which he cannot obtain from the other phases of his occupational experience program.

Persons involved in the student's on-farm placement experiences should include the student, the cooperating farmer or rancher, the student's parents, and the teacher. These persons working cooperatively should plan the

variety of experiences, levels of competences to be achieved, sequence of experiences to be followed, and length of placement period needed by the student to develop his abilities to the extent of his capabilities with the time and resources available.

The use of training plan to determine in advance what activities the student is to participate in while placed on a farm is just as important for students entering production agriculture as it is for students entering off-farm agricultural occupations. Appendix "G", page 51, is an example of one part of a training plan developed for a student preparing to be a landscape gardener which could be adapted to the program of a student placed for on-farm experiences. It will be noted that the training plans should show the related instruction which the student is to receive while at school.

Like the student in the off-farm placement program, the student in the on-farm placement program should be expected to keep a record of the experiences he has and the abilities he develops while engaged in on-farm placement activities. A sample weekly experience record sheet is attached as Appendix "H", page 53.

Off-Farm Agricultural Placement

Definition: Placement for off-farm agricultural experience is the assignment of a student for on-the-job training to a business firm as an occupational area of his choice that requires agricultural competencies so as to provide that student with the opportunity to develop entry level operative and managerial abilities in a planned sequence of activities.

A student who is placed in an off-farm training station for occupational experience could well be placed on a farm or ranch for additional experiences or could be carrying productive enterprises, improvement projects, and other supplementary experiences to make up a complete occupational experience program. Off-farm placement experiences are appropriate for students from both farm and non-farm backgrounds.

It should be emphasized that off-farm placement is more than just placing a boy in a job to earn some money; instead, it is a cooperatively planned, realistic, supervised, on-the-job training program for a student which is considered just as important as his at-school agricultural instruction and which is inseparably tied to that instruction. Generally speaking high school students placed for such experiences should be mature responsible persons of senior standing or equivalent capability.

Procedures for Organizing Placement Experiences

Appendix "A on page 37 outlines a checklist of steps to be followed in initiating and conducting cooperative occupational placement experiences. Just a few crucial comments will be made in the following pages. Teachers are referred also to two other very complete detailed placement experience handbooks for further information. They are:

Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture. Columbus, Ohio: The Center for Research and Leadership Developments in Vocational and Technical Education, The Ohio State University, 980 Kinnear Road. August 1965. 138 pp.

Cooperative Part-Time Training in Vocational Agriculture: Teachers' Handbook. College Station, Texas: Teaching Materials Center, Department of Agricultural Education, Texas A & M University. 1967. 95 pp.

Developing Local Policy Statements

A written local policy should be developed to help in administering cooperative placement experience programs. This policy, subscribed to by the school board, should include provisions for:

1. Objectives of the program
2. Administrative relationships
3. Selection standards for students
4. Age and/or grade level of students to be enrolled
5. Time and travel allowances for the teacher
6. Amount of school time to be permitted for the students' on-the-job training
7. Requirements for student training plans
8. Length of classroom instruction periods
9. Responsibility for student safety and liability
10. Standards for supervision and instruction by the cooperating employer.

Conducting School and Community Surveys

An initial survey of the students in the school and the community residents should be conducted to determine the general interest in and support for this type of program. These surveys should be conducted before students are placed in placement centers. Student surveys should yield such information as the number of students interested in the program, their background, and their specific occupational interests at that particular time. The community survey should determine:

1. Willingness of firms or farms to cooperate as on-the-job training centers.

2. Number of training centers meeting minimum standards.

3. Existence of labor unions or company policies affecting the hiring of student workers.

4. Number of jobs available.

5. Number of new positions available five years from now.

6. Name of person to contact for future meetings on the placement program.

7. Names of personnel capable of serving as on-the-job instructors or supervisors.

8. Workmen's compensation and other benefits available to student workers.

9. Minimum wage available for student workers.

10. Classification of employees in the organization, i.e., professional, skilled, etc.

An example of a brief survey form used to determine business firm interest in a supervised occupational experience placement program is attached as Appendix "D", page 43.

Exploring Placement Program Possibilities with School Administrative Personnel

With the summarized and analyzed data gathered from the types of surveys referred to above, the vocational agriculture teacher should meet with administrative personnel to discuss the possibility of beginning such a program. School officials should be kept informed of developments at all stages as the teacher works out the details of the placement programs.

Using the Advisory Committee

The regularly established departmental advisory committee should assist the teacher in the establishment of the placement programs. This committee should be supplemented with knowledgeable persons from the different occupational areas involved in the placement programs.

If an advisory committee is not presently in operation, one ranging in size from five to twelve members should be appointed to serve in an advisory capacity on matters relating to the placement program. The members of this committee should be appointed by the school board from recommendations made by the teacher of vocational agriculture in consultation with school administrative personnel. All advisory committee members should understand that they serve in an advisory capacity only and have no policy-making authority.

The committee should be made up of members with the following qualifications:

1. Respected members in their field
2. Imaginative and farsighted in outlook
3. Interested in problems of the school system
4. Willing to devote time to the program
5. A representative of the community, i.e., business, labor, and public
6. Possess integrity, responsibility, open-mindedness, and constructive attitudes
7. Have an adequate understanding of educational processes.

Areas in which the advisory committee could be of assistance to the

teacher include determining community situations and needs, publicizing and promoting the placement programs as well as the total agricultural program, evaluating the program, in developing employment opportunities, providing guidance in wage and hour problems, conducting community surveys, securing resource personnel for related classroom instruction, in setting local training standards, and locating training centers for on-the-job placement experience.

Selecting Students and Training Stations

Knowledgeable school personnel, i.e., principals, guidance counselors, and teachers of vocational agriculture, working cooperatively, should select students for the placement programs through personal interviews with students using all available records, personal knowledge of the individuals, and standardized test scores. It should be remembered that students selected for the different placement programs will be in community businesses and farms and will represent the school system to the general public. Only students who are dependable, trustworthy, and responsible should be allowed to participate in on-the-job placement programs. The occupational aspirations of the student and the personality of both the training center personnel and the student should be matched to some degree. Students should be selected who:

1. Have a definite occupational objective in mind.
2. Have demonstrated their ability and willingness to work.
3. Have the approval of their parents for participating in the program
4. Are old enough to enroll in a formal placement program if state or federal child labor age standards are applicable, or are mature responsible persons of senior standing or equivalent capability.
5. Will be able to work the required number of hours on the job.
6. Will be able to furnish their own transportation to the placement centers.
7. Have demonstrated reliability, punctuality, and good attendance records.
8. Have high moral character.
9. Are interested in occupations for which placement centers are available.
10. Do not have physical or mental handicaps which will prevent them from being placed in suitable placement situations.
11. Possess a basic knowledge and interest in agriculture and preferably have completed two years in vocational agriculture.

One example of a student application form for participation in an

agricultural occupational experience placement program is attached as Appendix "B", page 39.

The advisory committee can be of great assistance in selecting training stations or centers. Training centers should be selected keeping the following criteria in mind:

1. Good employer-employee relationships exist within the organization.
2. Training can be provided in an approved occupation for which vacancies in the labor force exist.
3. The job at which the student works should require training, not just work experience of a routine, repetitive nature.
4. The center offers opportunities for advancement so as to develop the student's potential ability to the point that he will be occupationally competent.
5. The center can provide the trainee with experience in many facets of the occupation for which he is preparing.
6. The center can provide the student trainee with a supervisor or training sponsor.
7. The center has a good reputation in the community.
8. Personnel working at the center also have good reputation in the community.
9. The moral "climate" at the center is good.
10. Personnel working at the center understand and accept the purpose.
11. The center is willing to provide an adequate amount of time for training.
12. The center has adequate facilities, equipment, and uses up-to-date methods.
13. Working conditions are satisfactory, safe, and representative of the occupation as a whole.
14. Pay scales at the center are on a par with similar concerns in other areas and minimum wages for student-learners can be paid.
15. The center is within a reasonable distance of the school.

An example of a checklist for selecting training centers has been included as Appendix "E", page 45.

OPERATING PLACEMENT PROGRAMS

Obviously, recommendations cannot be made concerning all questions which might arise concerning the operation of the many possible different placement programs. The statements below pertain to phases of placement programs which must be considered by each teacher.

Length of Placement Experience

The amount of time students spend in actual on-the-job placement experience will depend entirely on the requirements of the occupation for which the student is preparing and the experience he already possesses. For some occupations, placement programs have not been in operation long enough to establish dependable time guidelines for on-the-job experience. For others, however, realistic amounts of time for different programs have been determined from experience, the analysis of the job competencies required of entry level employees, and the recommendations of industry advisory committees. They are as follows:

1. Ornamental horticultural service occupations: ..... 500 hours
2. Agricultural machinery set-up man: ..... 200 hours
3. Agricultural machinery mechanic's helper: ..... 390 hours
4. Agricultural machinery mechanic (post-high school): .... 700 hours
5. Agricultural machinery parts man: (post-high school): .. 550 hours
6. Agricultural machinery service department manager (post-high school):..... 690 hours
7. Agricultural supply sales and service occupations:

    a. Basic for all trainees excluding specialization..... 100 hours
    b. Additional hours for specialization:

        1) Feeds ..... 150 hours
        2) Crop, lawn, garden seed area ..... 170 hours
        3) Fertilizers ..... 150 hours
        4) Agricultural chemicals ..... 170 hours
        5) Petroleum products ..... 140 hours
        6) Hardware and building supplies ..... 140 hours
        7) Miscellaneous agricultural supplies ..... 120 hours

8. Meat cutting program (on basis of limited information): 600 hours

The amount of released school time, if any, permitted for students to work at the training center will need to be determined locally depending upon the conditions involved. For example, because of the seasonal nature of some types of occupations, some students in one school might need to be placed for a large portion of their on-the-job time during the summer, or during one semester but not during the other, in order to receive appropriate occupational experiences. Appendices "L", "M", and "N", pp. 61, 67, 73. cover the legal considerations involved in placement program. However, the teacher should remember that the time spent by the student at school attending classes, e.g., agriculture, science, English, or mathematics, and the time spent in work at the training center should not exceed forty hours per week, nor should it exceed eight hours in any one day.

Wages for Students

While it would be nice if students were paid for working at the training center for occupational experience, all students enrolled in placement programs don't have to receive compensation for work done at the training centers. However, it is true that students employed in firms affected by minimum wage laws must be paid the minimum wage or else the rate specified in the Student-Learner Certificate under which they have been placed, which is generally 75% of the minimum wage for the position in which they are receiving training. Appendices "K" and "N", pages 59 and 73, provide the basic information needed concerning wages or the preapration and use of student-learner certificates.

Student Safety and Liability

Students enrolled in the placement programs should be covered by some type of liability insurance. Where applicable, students should be covered by Workmens' Compensation provisions and disability insurance. Training centers should be selected that provide for the maximum safety of the students.

Student Transportation

Students should be responsible for providing their own transportation to the training centers.

Class Sizes

In terms of student needs, a separate class probably should be provided for related instruction when there are six or more students engaged in on-the-job placement programs. In terms of teacher efficiency, class enrollments for students in placement programs should be limited to about fifteen students.

Training Agreement

Before a student begins working in a training center to gain occupational experiences, he, the cooperating employer, the parents or guardians, and the teacher of vocational agriculture should have prepared and agreed to a training agreement. Three copies should be completed with one copy going to the cooperating employer, one copy to the student, and one copy to the department of vocational agriculture. The typical forms for training agreements have been included as Appendices "F-1" and "F-2" pp. 47 and 49.

Training Plan for Placement Experience

In addition to the training agreement, the student, teacher, and cooperating employer need to develop a systematic, sequential training plan for the different experiences which the student is to receive while on placement. This plan has its primary purpose the determination in advance of the type of activities in which the student is to participate while on the job. The training plans for a particular occupation will be of value to the teacher as it will enable him to understand job requirements and

specifications, and consequently, to develop the related instruction which will be needed. Then too, cooperating employer will know what related instruction is being provided at school. The plan then serves as a guide to those involved in the training to see that these experiences are provided. It may be amended as necessary to serve better the needs of the students. A training plan should be developed for each student.

When developing training plans, keep the following procedures in mind.

1. Thoroughly explain the need and value of training plans before involving the employer in their development.

2. Discuss with the employer samples of training plans which have been developed and completed by students.

3. Do not expect the employer or the student to prepare the actual plan. The teacher should assume the responsibility for the preparation of the final plan after suggestions and recommendations have been made by the employer.

4. The training plans should list both the at-school related instruction and the on-the-job instruction to be provided.

Appendix "G", page 51, is an example of one part of a training plan developed for a student preparing to be a landscape gardener which could serve as a model for developing other plans.

Related At-School Instruction

The at-school instruction for students in occupational experience placement programs includes that related to the occupational choice of the student. The teacher will probably have to spend approximately one half of the class time teaching areas common to all students engaged in placement programs and one half of the time assisting the students individually or in small groups with problems and information pertinent to their particular occupational choice. The related instruction should include the following modules from the Advanced Agriculture Section of the Curriculum Guide For Constructing Courses in Vocational Agriculture for Florida Schools:

1. Developing Sound Human Relations in Agricultural Occupations

2. Becoming Acquainted with Legal Problems Affecting Agriculture and Agriculturally Related Occupations

In addition, specialized instruction in areas related to business management, insurance coverage, union activity, industrial safety standards and economics may be appropriate depending upon the occupational objectives of the students, the nature of the training center, and the cooperating employer's suggestions.

On-The-Job Instruction

The employer should be encouraged to provide on-the-job instruction

and experiences for the student as listed on the training plan and be responsible for the student's training while on the job. In some cases, it may be feasible to provide short "in-service" clinics for a group of cooperating employers or supervisors of student trainees to prepare them in ways of teaching the students with whom they will be working. As recognition to the employers, provide them with a certificate of recognition upon completion of such a short course. Among items to be covered in such a formal short course or through informal visitation with individual cooperating employers might be the need for stressing safety practices associated with specific skills, the need for permitting students to ask questions, some techniques of demonstration, and the type of evaluations of student progress desired by the teacher. Examples of a checklist that might be used by an employer to evaluate students placed with him, appear as Appendices "I" and "J", pages 51 and 57.

Supervising the On-The-Job Placement Phase of the Occupational Experience Program

The teacher of vocational agriculture acts as the supervisor- coordinator of the placement program. His job is to coordinate all activities of the program; to establish effective working relationships among the students, the school, and the training center; to provide the at-school instruction; and to organize, develop, promote, and operate the total program. The teacher's responsibilities include the following:

1. Select training centers representing all areas of the field of agriculture where placement needs exist and where such centers would be desirable environments for preparing students.

2. Select students with career ovjectives in the field of agriculture and assist them in being placed in a training center which will contribute to their career objectives.

3. Make regular visits to the training center to observe the student on the job and to check with the employer concerning his progress.

4. Develop training plans for each individual student, making certain that each plan is tailored to fit each individual student's career objective.

5. Provide students with general and specific related instruction through core material, individual study and research, and by discussions between individual students and the teacher.

6. Collect and keep current all instructional materials needed for individual and small group study and research.

7. Secure additional training centers as the need arises.

8. Keep records concerning the different facets of the placement programs.

9. Develop and carry out a continuous follow-up program to assist the

students who have been in the program and to furnish evidence for revising and improving succeeding programs.

10. Continually evaluate the worth of the on-the-job placement program in relation to the total agricultural program.

11. Serve as secretary to the advisory committee.

Legal Considerations

1. Make certain that all students have a social security number. Application blanks may be obtained from the nearest social security office or the local post office.

2. Assist students in filing federal income tax returns. Most employers will withhold federal and state taxes from the student's pay.

3. Study carefully the provisions of the Fair Labor Standards Act, Child Labor Laws, and the requirements for student-learner certification. Pertinent provisions of these acts and regulations are found as Appendices "K", "L", "M", and "N", pp. 59, 61, 67, and 73.

4. Where labor unions are present in placement centers, secure any necessary clearance needed from them before placing students on the job in the center.

5. Check the requirements for placing students in hazardous occupations before the students begin on the job.

Records, Reports, and Grades

The essential records the student will be expected to keep are the following:

1. His copy of the training agreement
2. A copy of the training plan
3. A record of hours worked and money earned
4. Activities he has performed

An example of a student's weekly on-the-job placement experience record is included as Appendix "M", page 67. However, several different record books are available commercially that are suitable for the use of the student who is placed on a job to gain occupational experience to use in keeping all his records.

The employer should be asked to fill out an evaluation sheet on each student at the end of each grading period. These evaluation sheets will be useful to the teacher in grading the student and working with the student to overcome difficulties identified by the employer. Examples of such an evaluation checklist appear as Appendices "I" and "J", pages 55 and 57. The student's own records will be checked by the instructor also and may be used in grading the student.

SUPPLEMENTAL CONTRIBUTORY EXPERIENCES IN THE SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

While productive enterprises, placement for non-farm occupational experiences, and/or placement for off-farm occupational experiences will usually constitute the major portion of a student's occupational experiences, it is also recognized that sometimes the student will need to gain additional experiences in order to develop managerial and operative skills or to acquire desirable attitudes which cannot be secured through the types of experiences listed above. The concept of having a student gain skills through supplementary experiences not a part of his productive enterprises or placement programs but which will contribute to his well rounded preparation for vocational entry must not be slighted, particularly for students with limited backgrounds in or opportunities for occupational experience.

The supplemental or contributory experiences gained by a student could take place in animal production, sales, service, and processing occupations; in crop, forest, or ornamental horticultural production, sales, service, and processing occupations; in the agricultural mechanics service occupations; or in any other agricultural occupations. Such supplemental experiences may take the form of engaging in and becoming proficient in managerial practices and/or the learning of specific skills. They also may take the form of the development and completion of rather extensive related activities such as the traditionally encouraged improvement projects. Selecting these supplemental experiences for students must be done on an individual basis considering each student's background of experience and what he needs to round out his vocational preparation.

The Use of Improvement Projects

A good improvement project is an undertaking involving a series of related activities which contributes to the development of abilities needed in agriculture and which accomplishes one or more of the following objectives:

1. To improve the efficiency or income of a major phase of an agricultural business or of a single agricultural enterprise.

2. To improve the appearance and the real estate value of the agricultural business or the home.

3. To decrease health and accident hazards.

4. To contribute to improved family living and welfare.

The improvement project usually has the following characteristics:

1. It possesses a scope broad enough to involve planning and the adoption of several approved practices.

2. It involves responsibilities extending over a rather long period of time.

3. It does not necessarily require investment and/or ownership on the part of the student.

4. It does not usually involve either expense or financial return to the student.

5. It is not a part of the productive enterprises conducted or placement activities performed by the student in his occupational experience program.

If a student is in doubt as to whether a proposed activity should be classified as an improvement project or as another type of supplementary activity, he should keep in mind that the scope involved will usually be the determining factor. In comparison to supplementary practices, improvement projects are larger in scope and involve more than developing a single skill. As an example, a student may acquire the skill of welding by doing welding exercises; however, if the proposed activity involving welding is to be considered an improvement project, he must do some planning, obtain the necessary materials, construct and paint pieces of equipment such as a cattle squeeze, chutes, watering troughs, and other devices that can be considered an improvement to the farmstead. This involves considerable scope.

Below is a list of improvement projects along with representative activities that are commonly associated with each project. Some of these activities under certain conditions may be involved enough to become improvement projects in themselves. Neither this list of improvement projects nor the activities associated with each project are meant to be complete, but they may suggest other projects better suited to a particular student's situation.

1. <u>Developing a home shop</u>

   a. Locating or constructing building for shop
   b. Conducting an inventory of existing tools and shop supplies on the farm
   c. Sharpening and reconditioning existing tools and equipment
   d. Constructing tool cabinets, tool boards, storage cabinets, work bench, welding table, saw horses, miter boxes, and other required facilities
   e. Arranging interior of shop
   f. Selecting and securing additional equipment and tools
   g. Wiring shop for lights and power tool outlets

2. <u>Constructing a building</u>

   a. Repairing or acquiring plans for a building such as milk house, machinery shed, laying house, slat house, greenhouse, storage shed, workshop, or garage.
   b. Selecting and acquiring materials for the building.
   c. Constructing the building.

3. Constructing a septic disposal system

   a. Planning the layout and location
   b. Selecting piping, fitting and other materials
   c. Building a septic tank
   d. Constructing the drainage field.

4. Repairing and improving the home

   a. Repairing, installing, and painting window screens
   b. Repairing and/or constructing porches and walks
   c. Building fences and repairing old fences
   d. Replacing window panes
   e. Repairing, repainting, and installing sash windows
   f. Installing well and attic insulation
   g. Repainting rooms and/or the exterior of the home
   h. Laying and/or refinishing floors
   i. Installing a cooling or heating system
   j. Installing weatherstripping around doors and windows
   k. Repairing and/or installing gutters and downspouts
   l. Conducting a survey for and remedying fire and other hazards in the home
   m. Constructing an outdoor barbecue pit
   n. Building an outdoor dining table
   o. Planning and constructing a screened outdoor living area.

5. Installing a bathroom and fixtures

   a. Selecting fixtures and planning their locations
   b. Planning the pipe runs and selecting pipe and fittings
   c. Roughing in the plumbing
   d. Hooking up the fixtures.

6. Planning and installing a water system in the home

   a. Planning the pipe runs and outlets
   b. Selecting kind and sizes of piping and water heater
   c. Cutting, fitting, and installing pipe.

7. Electrifying a building

   a. Planning the outlets and entrance
   b. Selecting wiring and other material
   c. Roughing in the wiring and outlet boxes
   d. Hooking up the wiring and fixtures.

8. Improving the farm electrical facilities

   a. Planning electrical needs for the farm and/or home
   b. Repairing and maintaining electrical equipment
   c. Extending electrical lines and outlets and providing electricity where needed

d. Building electrically operated equipment such as circular saws and pig brooders
e. Selecting the proper electrical equipment for the home and farm.

9. Developing a watering system for livestock

a. Planning system
b. Securing or arranging for necessary materials for construction of the system
c. Laying pipelines to faucets and troughs
d. Constructing water troughs, installing floats in water troughs
e. Building up area around water troughs to permit young stock to drink.

10. Constructing a safety bull pen

a. Planning the pen and arranging the location
b. Securing materials for the pen
c. Constructing the pen.

11. Constructing and/or rebuilding farm fences

a. Determining fencing needs
b. Preparing lists of materials needed, and securing materials
c. Building fences and repairing old fences (small repair or construction jobs should be listed as supplementary farm practices)
d. Constructing and/or installing gates
e. Constructing and/or installing cattle guards.

12. Rearranging fences and fields

a. Determining best land use plan
b. Deciding on best fencing and field layout
c. Securing materials
d. Building fences, gates, lanes, cattle guards, etc.

13. Repairing and painting farm buildings

a. Determining best method of repair
b. Securing materials and making repairs
c. Selecting proper paint
d. Repairing surface for painting
e. Painting the buildings (at least 1,000 sq. ft.).

14. Beautifying and maintaining the home grounds

a. Making home beautification plan
b. Fencing yard
c. Leveling ground and planting lawn
d. Planting shrubs and trees, and pruning them when necessary

e. Installing irrigation system for lawn, trees, and flower beds
f. Selecting site for, planting, and caring for ground covers
g. Planning and following a fertilization program
h. Surveying and removing potential safety hazards
i. Planting suitable border plants or installing appropriate rock, concrete, redwood, or metal
j. Controlling diseases and insect pests of trees, shrubs, lawns, and ground cover
k. Taking care of the lawn, trees, flowers, shrubs, and lawn cover until they are established
l. Constructing and installing a farm or house sign; erecting and painting mailbox.

15. Improving the farmstead's appearance

a.. Arranging an orderly machinery log and/or providing a machinery shed
b. Collecting and hauling away junk
c. Tearing down and removing old, ramshackle, useless sheds
d. Cutting and removing weeds and brush around corrals, along fence rows and farm roads, and removing dead trees
e. Stacking such materials as fence posts in an orderly manner
f. Graveling lanes and open spaces around barnyards and between farm buildings to keep down dust and mud conditions.

16. Repairing and maintaining farm equipment and machinery

a. Replacing worn or broken parts, changing oil, greasing where needed, installing lubrication fittings, installing safety shields
b. Hardfacing cultivator shovels and sweeps, plowshares, mowing machine cutter bar shoes, and other fast-wearing parts of machinery.

17. Painting farm equipment and machinery

a. Cleaning and preparing the surface for painting
b. Painting several pieces of equipment and machinery with proper paints.

18. Installing and improving irrigation systems

a. Planning and installing a mist bed for rooting cuttings
b. Planning and installing field sprinkler system
c. planning and constructing durable ditches
d. Planning, installing, and using durable headgates and turnouts
e. Installing Parshall flumes or weirs for measuring water flow and determining the amount of water applied at each irrigation
f. Surveying field to determine grades needed and amount of earthwork required for leveling
g. Arranging field layout and constructing tailwater ditches so that tailwater from one field may be used in irrigating another field

h. Using irrigation methods and arranging schedules so that the most efficient use is made of irrigation water for the crop involved
i. Determining the size of head required for efficient irrigation
j. Determining pump discharge capacity in order to plan total number of acres to plant and to arrange irrigation schedules.

19. Constructing water reservoirs and fish ponds

a. Selecting site
b. Calculating size of watershed and watershed discharge capacity
c. Calculating size of pond and spillway needed
d. Planning operations and constructing pond.

20. Draining and reclaiming land

a. Determining level to which to be drained
b. Surveying land to be drained
c. Installing drainage ditches and lines
d. Planting first cover crop.

21. Establishing a balanced fertilizer program

a. Determining present cropping program, field arrangement, and cropping history of each field
b. Calculating fertility depletion rate under present farming program
c. Replanning rotation and field arrangement
d. Using barnyard manure to best advantage
e. Selecting kind and determining proper amount of commercial fertilizer
f. Applying commercial fertilizer and manure properly

22. Planting soil improvement crops

a. Determining where crop best fits into the rotation program
b. Determining crop to plant and its cultural requirements
c. Helping to grow crop
d. Turning crop under at right time.

23. Improving or planting permanent pastures

a. Installing and using a deferred, strip, or rotational grazing system
b. Placing cattle on and removing them from pasture at proper time
c. Irrigating pasture properly
d. Mowing weeds and mature coarse forage at proper time
e. Determining fertilization program and applying fertilizers including manure
f. Planning and establishing a good pasture, either temporary or permanent.

24. Protecting forest lands from fire

a. Surveying for fire lanes
b. Constructing fire lines
c. Acquiring a kit of fire fighting tools for fighting small fires
d. Maintaining fire lines.

25. Renovating old orchards and groves

a. Pruning trees
b. Removing and replacing old and diseased trees
c. Topworking trees to new varieties
d. Establishing and following an orchard fertilizing schedule.

26. Establishing new home orchards

a. Selecting site and planning orchard layout
b. Preparing ground, selecting trees and planting them
c. Irrigating and cultivating established orchards
d. Pruning trees after establishment.

27. Stumping and improving land

a. Removing brush and stumps
b. Leveling the land
c. Planting to commercial crop or pasture.

28. Terracing lands

a. Running survey lines
b. Leveling the land
c. Planting to commercial crop or pasture.

29. Reforesting lands

a. Preparing the ground
b. Selecting and securing species to be planted
c. Operating transplanting equipment.

30. Building and/or improving roads

a. Surveying and staking route and grade
b. Clearing right-of-way
c. Installing culverts
d. Building right-of-way fences
e. Hauling and grading fill

31. Developing and installing a crop rotation system

a. Determining type and sequence of crops in rotation system
b. Helping grow crops.

32. Improving the efficiency of labor on the farm

a. Studying present chore schedules and developing improved schedules
b. Constructing equipment for saving labor such as feed carts, self-feeders, loading chutes, gates
c. Rearranging and remodeling buildings, corrals, and equipment storage on the farm
d. Plan a long-range farm layout
e. Determining machinery and power needs for saving labor
f. Analyzing peak seasonal labor periods on the farm and changing production patterns to make suitable adjustments
g. Establishing a new cash crop.

33. Developing an agricultural library for the farm

a. Selecting a place for the library in the home
b. Making book cases and bulletin file
c. Planning a system for filing bulletins and periodicals
d. Procuring and filing agricultural books, bulletins, clippings, and farm papers
e. Subscribing to worthwhile publications.

34. Keeping and using accounts

a. Taking inventories
b. Recording all expenses and receipts incurred in managing the operation
c. Summarizing and analyzing the records
d. Making changes in the farming or business operations as a result of record use and analysis.

35. Conserving wildlife resources

a. Planting game cover in fencelines
b. Planting "living" hedges
c. Planting shelter and windbreak belts
d. Building nesting boxes
e. Planting feed strips for birds
f. Leaving game cover in open fields
g. Providing and keeping feeding stations stocked.

36. Growing a home vegetable garden

a. Selecting site
b. Preparing the ground
c. Selecting varieties and quantities
d. Planting, fertilizing, irrigating, cultivating, and harvesting.

37. Improving the dairy herd and milk production

a. Keeping production records on each cow

b. Preparing a system of breeding records and an identification system for each cow
c. Developing an improved feeding program
d. Using records for checking the transmitting ability of individual cows and bulls and for culling the herd
e. Controlling diseases and parasites.

38. Improving the quality of dairy products

a. Developing a program for the control of brucellosis, tuberculosis, and mastitis
b. Setting up an efficient system of cleaning the barn and cows, and for keeping them clean
c. Setting up efficient method of keeping utensils clean
d. Providing equipment for and using proper methods for cooling milk
e. Planning and providing methods of controlling flies.

39. Improving the quality of poultry products

a. Developing and using a program of frequent gathering and proper storage of eggs
b. Keeping nests clean and providing the proper number of nests
c. Producing infertile eggs
d. Setting up an efficient candling, grading, cleaning and packaging system for eggs.

40. Improving the poultry flock

a. Controlling diseases and parasites; maintaining sanitary conditions
b. Improving houses and equipment
c. Providing balanced rations
d. Keeping egg records on the laying flock
e. Establishing and using a rigid culling system.

41. Improving beef production

a. Keeping herd production records
b. Developing and using an improved feeding program including the use of mineral supplements
c. Following a systematic disease and parasite control program
d. Following a rigid sire and dam selection program.

42. Improving swine production

a. Developing and using the most modern system of swine sanitation
b. Selcting and using balanced rations
c. Improving buildings and equipment
d. Following a rigid sire and dam selection program.

43. Eradicating noxious weeds and poisonous plants

a. Determining what noxious weeds are present in the crops on the farm
b. Determining how to destroy the important weeds and poisonous plants
c. Destroying such pests through cultivation or chemical treatment (and follow through in successive seasons).

44. Eradicating farm pests

a. Destroy pocket gophers and rats on the farm
b. Eradicate any other pests from the infested area.

45. Establishing outdoor recreational areas

a. Surveying site
b. Planting game cover
c. Building and installing picnic tables, benches, water fountains, garbage racks, etc.
d. Stocking ponds and lakes with fish
e. Raising and releasing game birds
f. Laying out and clearing trails or paths
g. Laying out and developing safety designed archery or rifle ranges.

46. Establishing and maintaining a display for an agricultural supply outlet

a. Planning the size and scope of the display
b. Preparing the bill of materials required for construction
c. Constructing shelves and tables for the display
d. Stocking the display
e. Rotating stock in the display

47. Expanding the greenhouse and shade area facilities of a nursery

a. Planning the size and scope of the new structures
b. Preparing the bill of materials required for construction
c. Doing the construction or contracting it to be done
d. Stocking the new area.

48. Developing an advertising campaign for a business

a. Planning the size and scope of the campaign
b. Selecting and contacting the media to use (newspaper, T.V., or radio)
c. Preparing copy for use in the campaign
d. Analyzing the effectiveness of the campaign.

49. Expanding the physical plant for an agriculturally related business

a. Planning the size and scope of the new facility

b. Making an estimate of the cost and a bill of materials needed
c. Accomplishing the work or contracting it to be done
d. Stocking the new facility.

50. Developing a home recreational area

a. Building sandboxes, swings, see-saws, and other equipment for play areas for small children
b. Designing and building a barbecue pit
c. Designing, acquiring materials for, and building picnic tables or other outdoor furniture
d. Laying out and developing a safely designed archery or small bore rifle range.

51. Other improvement projects

Other Supplemental Experiences

Where supplemental experiences planned for a student take the form of engaging in and becoming proficient in managerial practices and/or the learning of specific skills, they might follow the philosophy and format of the traditional supplementary farm practices which teachers have encouraged students to have. Such experiences could be developed for students going into either production agriculture or into off-farm agriculture. They are activities that provide for the learning of new skills not a part of the student's productive enterprises, improvement projects, placement for on-farm experience programs, or off-farm occupational experience programs. They are an important phase of the student's occupational experience program, are smaller in scope and detail, usually being a single activity that can be learned quickly and completed in a short period of time, and are supplemental to the other parts of his total supervised experience program. These practices, as such should not be considered supplementary practices if they are routine chores or are any other job the student can do proficiently already, but should be those done in order to learn and to master new practices. For example, a student might learn how to prepare copy for use in an advertising campaign being conducted by a retail nursery, or he might learn how to inoculate legume seed, neither practice of which he would be able to learn in his productive enterprise, placement program, or improvement projects.

In performing a supplementary type of agricultural practice, approved practices are used, and in some cases this will mean the first time that the approved practice has been introduced to the agricultural business or farm where the practice is being used. Usually, these practices should be performed as a result of instruction and study in vocational agriculture.

From a practical and preplanning standpoint, some of the supplementary practices selected by a student to learn in one year might be those that it would be necessary for him to perform when starting new productive enterprises, improvement projects, or an on-the-job placement program the following year. For example, a student may have dairy heifers and feeder pigs

as his productive enterprises for the current year but plans next year to add three acres of strawberries and a landscaping improvement project to his occupational experience program. Some supplementary agricultural practices that the student could learn this year are: driving a tractor, greasing and servicing a tractor, applying plastic mulch, planting different landscaping plants, and pruning ornamentals. However, if the student has been placed on a farm, other than the home farm, or on an off-farm occupational experience program to learn the skills necessary and to gain the experiences necessary to expand his own productive enterprise program, these new skills learned are not "in addition to" the other parts of his supervised experience program and are not in a category to be counted as supplemental activities.

Many of the activities listed under each of the improvement projects on the preceeding pages are suitable supplementary experiences in themselves; consequently, this list may be used by the student, teacher, and parents in selecting appropriate skills to learn. Approved practices in the different areas of livestock and crop production also suggest supplementary practices which may be learned by the student.

A P P E N D I C E S

APPENDIX "A"

Checklist of Steps to be Followed in Initiating and Conducting Cooperative Occupational Experiences

1. Have the vocational agriculture teacher and appropriate school administrators (including the superintendent) discussed the program and agreed on the organizational procedures which should be carried out?

2. Has a local survey been made to determine the number and kinds of agricultural businesses or firms existing in the community?

3. Has the vocational agriculture teacher surveyed his present and prospective students to determine what types of occupational experiences are needed?

4. Has the state vocational agriculture section within the state department of education been contacted for any assistance they may be able to offer?

5. Has a consulting committee been appointed?

6. Has the program been promoted?

7. Has the school developed and adopted a policy statement to serve as an operational guide for the administration of the program?

8. Have arrangements for the necessary facilities and equipment been made?

9. Have students been selected?

10. Have training stations been selected?

11. Have students been placed in training stations?

12. Have the training plans and agreements been developed?

13. Have the necessary forms and certificates been completed?

14. Have arrangements been made with the school administration concerning class schedules, travel allowance, instructional materials, and other factors so that an adequate job of coordination can be accomplished?

15. Have the necessary records and reports been maintained?

16. Have students been "followed-up" upon graduation?

17. Has the program been evaluated?

APPENDIX "B"

_____ High School
Vocational Agriculture Department

Application for Placement for Supervised Occupational Experience in Agriculture

Name: _____ Date: _____

Address: _____ Soc. Sec. No.: _____

Phone No.: _____ Date of Birth: _____ Grade in Sch.: _____

Parent or Guardian's Name: _____

Parent or Guardian's Occupation: _____

Sex: ____ Height: _____ Weight: _____ No. in Family ___ Gen. Health: _____

Explain any physical handicaps such as poor hearing, wearing glasses, being allergic to pollen, heart condition, etc. _____

_____

List the high school credits you have already earned in Math: ____ English ____
Science ____ Soc. Science ____ Bus. or Commercial ____ Agriculture _____
Other (list) _____

What subject do you need to graduate? _____

Do you plan to attend a vocational-technical school? _____ A college? _____

What hobbies do you enjoy? _____

To what clubs and organizations do you belong? (If you have held an office, list that also.) _____

What general types of work do you enjoy? _____

What general types of work do you dislike? _____

Present School Schedule - School Year 19___-19___

Period	Teacher	Room

Period	Teacher	Room

School Year 19 -19 Days Absent	School Year 19 -19 Days Absent
School Year 19 -19 Days Absent	School Year 19 -19 Days Absent

Comments on Attendance Record: _____

If you have ever been employed, fill in the following. If not, list one or more persons other than relatives to use as character references:

Employer or Character Reference	Address	Dates	Type of Work You Did

In what types of occupation do you prefer to receive training?

1st choice _____

2nd choice _____

Have you a preference for any company, agency, or farmer with whom you would like to be placed for experience? _____ Why? _____

Address of company, agency or individual: _____

Do you know somebody to contact in this company or agency? If so, please list his name and title. _____

Will you be available for work after school? ____ On Saturdays? _____

Earliest date you could start work: _____

Do you wish to be placed this summer? _____

Will you be able to provide your own transportation? _____

_____
(Student's Signature)

_____ has my permission to participate in a placement program for supervised occupational experience in agriculture. I shall do my part in assisting him/her to fulfill his/her obligations in the program, including being regular in attendance and maintaining a satisfactory scholastic record.

_____
(Parent's of Guardian's Signature)

A P P R O V E D

_____

Date _____

D I S A P P R O V E D

_____

Date _____

APPENDIX "C"

Citrus Corners Consolidated High School
Vocational Agriculture Department

Report of Medical Examination for Student Desiring On-Job Placement for Occupational Experience in Agriculture

TO WHOM IT MAY CONCERN:

This is to certify that on _____ 19__ , I examined _____, a student at Citrus Corners Consolidated High School, and found (him) (her) to be free from organic and contagious diseases.

I believe (he) (she) is capable of performing the duties required in this placement program.

Remarks: _____

_____

_____

_____, M. D.
(Signed)

APPENDIX "D"

_____ High School
Vocational Agriculture Department

Survey of Business Firm Interest in Participating in a Supervised Occupational Experience Placement Program for Students of Agriculture

Date _____

1. Name of company _____ Type of business _____
2. Address _____ Telephone Number _____
3. Name of person contacted _____
4. Would the firm consider serving as a training center for one or more high school students? _____

   If yes, in what specific jobs or areas? _____
5. In reference to company policy, can this firm hire high school age (16 to 18) personnel? _____
6. Is there a minimum wage? _____ If so, what? _____
7. Is there a labor union in the firm? _____ If so, will it cooperate in permitting the placement of student-learners in the firm? _____
8. Total number of employees: ..... Male _____ Female _____
   a. Number in office work ..... Male _____ Female _____
   b. Number in sales work ..... Male _____ Female _____
   c. Number in service work ..... Male _____ Female _____
   d. Number of skilled or technical.. Male _____ Female _____
9. Years company has been in business _____
10. Persons recommended as on-the-job instructors or supervisors

    _____ (Name) _____ (Position)

11. Benefits available to student workers _____

    _____

APPENDIX "E"

_____ High School
Vocational Agriculture Department

Check Sheet for Selecting Training Centers

Establishment _____ Address _____

Date _____ Phone Number _____

Factors	Poor	Fair	Good	Very Good	Out-standing
Type of occupation	___	___	___	___	_____
Opportunities for rotation	___	___	___	___	_____
On-the-job supervision	___	___	___	___	_____
Working conditions	___	___	___	___	_____
Reputation	___	___	___	___	_____
Business climate	___	___	___	___	_____
Stability of employment	___	___	___	___	_____
Hours of employment	___	___	___	___	_____
Facilities and equipment	___	___	___	___	_____
Employer-employee relationships	___	___	___	___	_____
Accessibility	___	___	___	___	_____
Wages	___	___	___	___	_____

Remarks: _____

_____

_____

_____

Overall Rating: Outstanding ____ Very Good ____ Good ____

Fair ____ Poor ____

Criteria for Selecting Training Centers

The following items should be used as criteria in selecting training centers:

1. Type of occupation The training center can provide experience in an occupation that requires some knowledge, understanding, and skill in agriculture and for which vacancies in the labor force exist.

2. Opportunities for rotation The training center can provide a wide variety of experiences associated with the occupation. It should not be just work experience of a repetitive, routine nature.

3. On-the-job supervision The training center can provide the trainee with a supervisor or on-the-job instructor. This person is thoroughly competent in the skills and technical aspects of the occupation. He should be interested in the program and will enjoy cooperating in the training program.

4. Working conditions The working conditions of training center are clean and representative of the occupation as a whole. The center has a good record of accident prevention.

5. Reputation The training center should have a good reputation as a reliable business establishment and be respected by the community.

6. Business climate The training center uses ethical business practices. The firm has a record of participation in civic affairs and exhibits a favorable attitude toward the welfare of its employees.

7. Stability of employment The training center should have a reputation of continuous operation. It should have a record of few or no lay-offs, lock-outs, close-downs, or extensive periods of work curtailment.

8. Hours of employment The training center should be able to provide a sufficient number of training hours at times which are conducive to the employment of student learners.

9. Facilities and equipment The training center possesses adequate facilities and equipment and uses up-to-date methods.

10. Employer-employee relationships The training center maintains good employer-employee relationships. Firms that make it a policy to train and promote their own personnel score high on this point.

11. Accessibility The training center is within a reasonable distance of the school and is accessible to the trainee. In some cases, the training center may be outside the normal limits if the student has adequate transportation to and from work, and the training station rates high on other factors.

12. Wages Pay scales at the center are on a par with similar concerns in other areas and minimum wages for student-learners can be paid.

APPENDIX "F-1"

_____ High School
Vocational Agriculture Department

Training Agreement for
Students Placed for Supervised Occupational
Experience in Agriculture

_____ _____ _____
(Name of Student) (Age) (Grade)

_____ _____
(Agricultural Occupation) (Training Center)

_____ _____
(Person Responsible for Training Student) (Length of Training Period-In Weeks)

HOURS:	MON.	TUES.	WED.	THUR.	FRI.	SAT.
In School	_____	_____	_____	_____	_____	_____
In Center	_____	_____	_____	_____	_____	_____

Beginning Wages: $ _____ per hour. Starting Date: _____

Provisions

1. The school shall be responsible for providing technical and related instruction.
2. The training shall progress from job to job in order to gain experience in all phases of the occupation listed above.
3. The schedule of compensation shall be fixed by the training center and shall be paid the same as to others with the same experience and ability.
4. The Vo-Ag instructor will assist with the adjustment of any problems.
5. The parent shall be responsible for conduct of the student while in training.
6. The student agrees to perform his duties at the training center and in school diligently and faithfully.
7. The student shall have the same status as other employees of the center and the training may be terminated for the same reason as any other employee.
8. No regular employee shall be laid off to train the student.
9. If the student drops out of school, he will not be employed by the training center for a period of less than 90 days.

_____ _____
(Student) (Employer)

_____ _____
(Parent or Guardian) (Vocational Agriculture Instructor)

APPENDIX "F-2"

_____ High School
Vocational Agriculture Department

Training Agreement for Students Placed for Supervised Occupational Experience in Agriculture

To provide a basis of understanding and to promote a sound business relationship, this memorandum of agreement is established on _____, 19__, by _____, student, _____, employer _____, _____, parent or guardian, and _____, teacher of agriculture for _____ High School.

The occupational experience covered by this agreement will begin on _____, 19___ and will end on or about _____, 19___, unless the agreement becomes unsatisfactory to either the student or the employer.

Person immediately responsible for the student's on-the-job training: _____
_____

The usual working hours will be as follows:
While attending school _____
When not attending school _____

Provisions for overtime: _____
_____

Provisions for time off: _____
_____

Liability insurance coverage (type and amount): _____
_____

Wages will be at the following rates: Trial Period _____
Remainder of the Agreement Period _____

Wages will be paid at the following times: _____

THE STUDENT AGREES TO:

_____ Do an honest day's work recognizing that the employer must profit from his labor in order to justify hiring him.
_____ Keep the employer's interest in mind and be punctual, dependable, and loyal.
_____ Follow instruction, avoid unsafe acts, and be alert to unsafe conditions.
_____ Be courteous and considerate of the employer, his family, and others.
_____ Keep such records of work experience and make such reports as the school may require.
_____ Develop plans for management decisions with the employer and teacher.
_____ Remember that the employer is often making an economic sacrifice in giving him on-the-job instruction as a student-learner.
_____ Other: _____
_____

IT IS UNDERSTOOD THAT THE EMPLOYER OR ON-THE-JOB SUPERVISOR WILL:

_____ Provide the student with opportunities to learn how to do well as many jobs as possible, with particular reference to those contained in the training plan.
_____ Coach the student in the ways which he has found desirable in performing work and handling management problems.
_____ Help the teacher make an honest appraisal of the student's performance.
_____ Avoid subjecting the student to unnecessary hazards.
_____ Notify the parent and the school immediately in case of accident or sickness and if any other serious problem arises.
_____ Assign the student new responsibilities when he can handle them.
_____ Cooperate with the teacher in arranging for a conference with the student on supervisory visits.
_____ Not lay off a regular employee in order to train the student.
_____ Not hire the student for at least ninety days if he drops out of school.
_____ Provide other considerations: _____
_____
_____

THE TEACHER, IN BEHALF OF THE SCHOOL, AGREES TO:

_____ Give systematic instruction at the school enabling the student to understand and carry out his duties and responsibilities at the training center better.
_____ Visit the student on the job at frequent intervals for the purpose of coordinating at-school instruction and to insure that he gets the most education out of his experience.
_____ Show discretion on the time and circumstances chosen for supervisory visits, especially when the work is pressing.
_____ Work with the employer, student, and parents to provide the best possible training for the student.

THE PARENT AGREES TO:

_____ Assist in promoting the value of the student's experience by cooperating with the employer and the teacher of vocational agriculture.
_____ To satisfy himself in regard to the living and working conditions made available to the student.
_____ Assume full responsibility for any action or happening pertaining to the student-trainee from the time he leaves school until he reports to his training station.
_____ Other: _____
_____

ALL PARTIES AGREE TO:

_____ An initial trial period of _____ working days to allow the student to adjust and prove himself.
_____ Discuss the issues with the teacher before ending employment.
_____ Other: _____
_____

STUDENT _____
Address _____
Telephone No. _____
Social Security No. _____
PARENT _____
Address _____ Tel. No. _____

EMPLOYER _____
Address _____
Telephone No. _____
School Telephone No. _____
TEACHER _____
Address _____ Tel. No. _____

APPENDIX "G"

Example of a Portion of a Training Plan in Ornamental Horticulture

Part 5 - Establishing a Lawn

On-the-Job Training - What the Student-Learner Should Do		Related Instruction - What the Student-Learner Should Know	
	Progress*		Completed or Grade
1. Develop plan for establishing a lawn		1. Steps and procedures in planning for a lawn.	
2. Rough grade the area			
3. Test soil.		3. Procedures in testing soil.	
4. Add topsoil.		4. Types and characteristics of topsoil.	
5. Apply organic matter.		5. Types and characteristics of organic matter.	
6. Apply fertilizer.		6. Types and characteristics of lawn fertilizers.	
7. Adjust pH.		7. Methods and procedures in adjusting pH of soils.	
8. Operate rototiller.		8. Characteristics of good seedbeds for lawns.	
9. Rake to finish grade.			
10. Seed grass.		10. Methods and procedures in planting a lawn.	
11. Plant stolons.			
12. Place sod.			
13. Place plugs.			
14. Water newly established lawns.		14. Methods and procedures in watering lawns.	

* O: Observes
S: Performed under close supervision
P: Performed without close supervision

APPENDIX "H"

_____ High School
Vocational Agriculture Department

WEEKLY ON-THE-JOB EXPERIENCE RECORD

Student _____ Week Number: _____

Occupational Area _____ Employer or Cooperator: _____

Work Schedule

	M	T	W	TH	F	S
From						
To						

Date (mo. & day)	Time Spent Hours	Time Spent Min.	Type of Work Done	On-the-Job Instruction Received
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Total hours worked this week			Total hours worked to date: _____ Total salary this week: $_____ Total salary to date: $_____	

Comments: _____

APPENDIX "I"

_____ High School
Vocational Agriculture Department

Employer Evaluation of Student-Learner
(For Use by Employers in Rating Students in
the Supervised Occupational Experience Program)

Student's Name _____ Date _____

Training Station _____ Employer _____

In rating this student, please check (√) the column that is the most applicable after each trait listed.

AFFIRMATIVE TRAITS	High Degree	Medium Degree	Low Degree
CO-OPERATION			
Shows sincerity and interest	( )	( )	( )
Observes rules of the firm	( )	( )	( )
Co-operates naturally and willingly	( )	( )	( )
Works harmoniously with employer or supervisor	( )	( )	( )
Works harmoniously with other employees	( )	( )	( )
DEPENDABILITY			
Sticks to the job through difficulties	( )	( )	( )
Assumes responsibility	( )	( )	( )
Gets to work on time	( )	( )	( )
Returns from lunch or relief on time	( )	( )	( )
Does a dependable job, though supervisor not at hand	( )	( )	( )
MANNERS AND APPEARANCE			
Wears clean, neat clothes	( )	( )	( )
Wears appropriate clothes for job	( )	( )	( )
Shows courtesy to customers	( )	( )	( )
Shows consideration for other employees	( )	( )	( )
Speaks in a refined voice	( )	( )	( )
Maintains poise	( )	( )	( )
QUALITY OF WORK			
Shows skill and accuracy	( )	( )	( )
Suggests additional merchandise	( )	( )	( )
Tries to make customer satisfied	( )	( )	( )

ATTITUDES	High Degree	Medium Degree	Low Degree
Indicates enthusiasm for work	( )	( )	( )
Asks for constructive criticism and help	( )	( )	( )
Welcomes suggestions wholeheartedly	( )	( )	( )
Feels that it is important to do a job well	( )	( )	( )
Shows loyalty to firm	( )	( )	( )
Maintains cheerful disposition	( )	( )	( )
INDUSTRY AND INITIATIVE			
Takes pride in completing job	( )	( )	( )
Works continuously	( )	( )	( )
Studies merchandise when there are no customers	( )	( )	( )
Does stock work	( )	( )	( )
Shows ambition for advancement	( )	( )	( )
OBSERVATION AND MEMORY			
Observes customer types	( )	( )	( )
Observes trends in customer's tastes	( )	( )	( )
Observes selling points in merchandise	( )	( )	( )
Remembers prices	( )	( )	( )
Remembers stock locations	( )	( )	( )
Remembers customers and their names	( )	( )	( )
Remembers customers' need and wants	( )	( )	( )
NEGATIVE TRAITS			
Headstrong	( )	( )	( )
Talks too much	( )	( )	( )
Talks too loudly	( )	( )	( )
Requires tact in handling	( )	( )	( )
Alibis	( )	( )	( )
Indifferent to his work	( )	( )	( )
Has to be told things to do	( )	( )	( )
Wastes time while on the job	( )	( )	( )
Chews gum	( )	( )	( )
Complains about not feeling well	( )	( )	( )
Talks about personal life	( )	( )	( )

Remarks: _____

_____

_____

_____

_____

Employer's Signature

APPENDIX "J"

_____ High School
Vocational Agriculture Department

Employer Evaluation of Student-Learner*

Trainee _____ Date _____

Training Station _____

Basis for Rating:
0 - Unsatisfactory
1 - Below Average
2 - Average
3 - Above Average
4 - Superior
X - No chance to observe

PERSONAL QUALITIES:	0	1	2	3	4	X
Ability to get along with others						
Adaptability, ability to work under pressure						
Aggressiveness, forcefulness						
Attitude, enthusiasm, interest						
Cheerfulness, friendliness						
Courtesy, manners						
Dependability, punctuality, reliability						
Determination, persistence, following through						
Efficiency, thoroughness						
Following instructions, cooperation, judgment						
Helpfulness, thoughtfulness						
Honesty, fairness, loyalty						
Industriousness, using time wisely						
Initiative, observing, imaginative						
Maturity, poise, self-confidence						
Patience, self-control, sense of humor						
Personal appearance, grooming, fitness						
Selling ability, personality for selling						
JOB SKILLS:						
Knowledge of business and jobs performed						
Mathematical ability						
Writing ability						
Speech, ability to convey ideas						
Use of good English						

Rating for liabilities:
0 - Does not possess
1 - Not noticeable
2 - Seldom notices
3 - Frequently noticed
4 - Highly noticed

LIABILITIES:	0	1	2	3	4
Annoying mannerisms					
Familiarity					
Giving excuses					
Tendency to argue					
Tendency to complain					

PLEASE FEEL FREE TO WRITE ANY COMMENTS ON THE BACK ON THIS SHEET.

Rated by _____
Position _____

*Adapted from the form used by James McMullen, Vocational Agriculture Teacher, Indiana, Pennsylvania.

APPENDIX "K"

Summary of General Minimum Wage Provisions of Fair Labor Standards Act as Amended in 1966

A. Those employees covered prior to 1967 must be paid $1.60 per hour.

B. Those employees coming under the provisions of the act as amended must be paid

1. $1.15 per hour starting February 1, 1968
2. $1.30 per hour starting February 1, 1969
3. $1.45 per hour starting February 1, 1970
4. $1.60 per hour starting February 1, 1971

C. Those affected before 1966 amendment

1. Employees - producing goods for interstate commerce
2. Employees - receiving goods from interstate commerce
3. Employees - producing goods for products in interstate commerce
4. Employees - in any form of interstate commerce

Only two employees of a business need to receive or to produce for interstate commerce for the business to come under the act.

D. Additional covered employment under 1966 amendment

1. Any and all businesses with $500,000 gross volume of business to be reduced to $250,000 after 1969
2. Businesses in construction or re-construction
3. Any business engaged in laundering, cleaning or repairing clothing
4. Operations of Hospitals, Nursing Homes, and Schools
5. County Elevators
6. Farmers, if the employing farmer used more than 500 man-days of agricultural labor in any one calendar quarter - (approximately 7 employees) Farmers so affected must pay
   a. $1.15 per hour starting February 1, 1968
   b. $1.30 per hour starting February 1, 1969

E. Those exempted from minimum wage provisions of Fair Labor Standards Act as amended

1. Executive, administrative, professional employees such as teachers, outside salesmen.
2. Retail and service establishments with less than $250,000 gross sales, engaged in little or no interstate commerce.
3. Amusement and recreational establishments, theaters, and small newspapers.
4. Employees of farmers who did not use over 500 man days of labor in any one calendar quarter in the previous year.

APPENDIX "L"

Summary of Salient Provisions of Part 1500 - Child Labor Regulations, Orders, and Statements of Interpretation Effective January 1, 1968

A. Employment of Children in Hazardous Occupations in Agriculture

1. Children under the age of sixteen are not permitted to be employed in agricultural occupations classified as hazardous unless:

   a. The child is employed by his parent or guardian on a farm owned or operated by such parent or guardian
   b. The child is employed as a vocational agriculture student-learner who meets all of the following qualifications.

      1) The student-learner is enrolled in a course of study and training in a cooperative vocational education training program in agriculture under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school, and

      2) Such student-learner is employed under a written agreement which provides:

         a) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training;
         b) That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified person;
         c) That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and
         d) That a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and a person authorized to represent the school. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

2. The agricultural occupations considered hazardous are:

   a. Handling or applying anhydrous ammonia, organic arsenic herbicides, organic phosphate pesticides, halogenated hydrocarbon pesticides, or heavy-metal fungicides, including cleaning or decontaminating equipment used in application or mixing of such chemicals.

b. Handling or using a blasting agent. For the purpose of this subparagraph, the term "blasting agent" shall include explosives such as, but not limited to, dynamite, black powder, sensitized ammonium nitrate, blasting caps, and primer cord.
c. Serving as flagman for aircraft.
d. Working as:

   1) Driver of a truck or automobile on a public road or highway
   2) Driver of a bus.

e. Operating, driving, or riding on a tractor (track or wheel), over 20-belt horsepower, or attaching or detaching an implement of power-take-off unit to or from such tractor while the motor is running.
f. Operating or riding on a self-unloading bunk feeder wagon, a self-unloading bunk feeder trailer, a self-unloading forage box wagon, or a self-unloading auger trailer.
g. Operating or riding on a dump wagon, hoist wagon, fork lift, rotary tiller (except walking type), or power-driven earth-moving equipment or power-driven trenching equipment.
h. Operating or unclogging a power-driven combine, field baler, hay conditioner, corn picker, forage harvester, or vegetable harvester.
i. Operating, feeding, or unclogging any of the following machines when power-driven: Stationary baler, thresher, huller, feed grinder, chopper, silo filler, or drop dryer.
j. Feeding materials into or unclogging a roughage blower or auger conveyor.
k. Operating a power-driven post-hole digger or power-driven driver.
l. Operating, adjusting, or cleaning a power-driven saw.
m. Felling, bucking, skidding, loading, or unloading timber with a butt diameter of more than 6 inches.
n. Working from a ladder or scaffold at a height of over 20 feet.
o. Working inside a gas-tight type fruit enclosure, gas-tight type grain enclosure or gas-tight type forage enclosure, or inside a silo when a top unloading device is in operating position.
p. Working in a yard, pen, or stall occupied by a dairy bull, boar, or stud horse.

B. Employment of Children in Non-Agricultural Hazardous Occupations

1. Children under the age of eighteen may not work in non-agricultural occupations declared hazardous <u>unless</u> they are bona-fide student learners at least sixteen years of age working in a hazardous occupation for which an exemption has been issued.
2. Student-learners in non-agricultural hazardous occupations must meet the same requirements as those outlined in (A-1-b) above.
3. An example of the type of written agreement referred to in (A-1-b) above appears on following page.

_____ High School
Vocational Agriculture Department

Mr. John McAhee, Manager
Cox-s Meat Packing Co., Inc.
6271 South Dade Avenue
Miami, Florida 32789

Dear Mr. McAhee:

We recognize that Jack Butcher, who is enrolled in our school as a vocational agriculture student and who has been placed in your firm as a student-learner to gain occupational experience may, during the course of his employment with you, be called upon to learn to operate machines that have been declared by the Secretary of Labor to be particularly hazardous for minors under 18 years of age.

Consequently, this letter stands as an agreement that you as the employer, and I, as a representative of the school, understand that the work of the student in those occupations declared particularly hazardous shall be incidental to his training, that such work shall be intermittent and for short periods of time and shall be under the direct and close supervision of a qualified and experienced person, that safety instructions shall be given by the school and correlated by the employer with on-the-job training, and that a schedule of organized and progressive work process to be performed on the job shall be prepared.

As an indication of your concurrence with this agreement, would you please sign this letter in the space provided below? Please retain the duplicate copy for your files and return the original copy to me.

Sincerely,

Gilbert Andrews
Vocational Agriculture
Teacher-Coordinator

_____
(Name and address of employer)

_____
(Date)

4. The following have been declared non-agricultural hazardous occupations for which an employee must be at least eighteen years of age.

   a. In or about plants storing or manufacturing of explosives
   b. Occupations of motor vehichle driver, or helper
   c. Coal mine operations
   d. Fogging operations, sawmill operations
   e. Occupations involving exposure to radio-active substances, and ionizing substances
   f. Operations of elevators, power driven hoisting apparatus
   g. Mining - other than coal
   h. Power driven bakery machines
   i. Manufacturing of brick, tile, and kindred products
   j. Wrecking, demolition, ship wrecking operations.

5. The following have been declared non-agricultural hazardous occupations in which a bona fide student-learner who is at least sixteen years of age may be employed if an exemption has been issued.

   a. Operating power driven wood working machines
   b. Operating power driven metal forming, punching, and shearing machines
   c. Occupations in slaughtering, and meat packing houses and rendering plants
   d. Operating power driven paper-products machines
   e. Operating circular saws, band saws, guillotine shears
   f. Roofing operations
   g. Excavation.

C. Employment of Minors Between Fourteen and Sixteen Years of Age in Economic Opportunity Programs

1. Such employment is permissable provided it is confined to the following periods:

   a. Outside school hours
   b. Not more than 40 hours in any 1 week when school is not in session
   c. Not more than 18 hours in any 1 week when school is in session
   d. Not more than 8 hours in any 1 day when school is not in session
   e. Not more than 3 hours in any 1 day when school is in session
   f. Between 7 a.m. and 7 p.m. in any 1 day, except during the summer (June 1 through Labor Day) when the evening hour will be 9 p.m.

2. In the case of enrollees in work-training programs conducted under Part B of Title I of the Economic Opportunity Act of 1964, there is an exception to the requirement of paragraph (1)(a) of this section if the employer has on file with his records kept pursuant to Part 516 of this title an unrevoked written statement of the Administrator of the Bureau of Work Programs or his representative setting out the periods which the minor will work and certify that his employment confined to such periods will not interfere with his health and well-being, countersigned by the principal of the school which the

minor is attending with his certificate that such employment will not interfere with the minor's schooling.

D. Additional Information

For more information concerning the Fair Labor Standards Act as amended in 1966 and the child labor provisions of the same act, see the following bulletins:

1. U. S. Department of Labor. Handy Reference Guide to the Fair Labor Standards Act as Amended in 1966. Washington, D. C., U. S. Government Printing Office.

2. U. S. Department of Labor. A Guide to Child Labor Provisions of the Fair Labor Standards Act as Amended in 1966. Washington, D.C. U. S. Government Printing Office.

Both are obtainable from:

1. State Department of Education, Division of Vocational, Technical and Adult Education, Knott Building, Tallahassee, Florida.

2. Field Office, U. S. Department of Labor, Wage and Hour Division,

   a. P. O. Box 1170
      Jacksonville, Florida

   b. 308 Tampa Street
      Tampa, Florida

   c. Room 107
      1200 S. W. First Street
      Miami, Florida

APPENDIX "M"

Developing a Schedule of Organized and Progressive Work Processes for Instruction in Hazardous Agricultural Occupations*

The following guidelines and examples are included to aid teachers in meeting the requirements of the Federal Hazardous Occupations Orders, which specify that the written agreement under which a student-learner is employed provide for a schedule of organized and progressive work processes to be performed on the job.

The following four steps are suggested in developing such a program:

Identify the hazardous occupation

I. Analyze the job to be performed in terms of skills or competencies required.
   A. Pre-operational
   B. Operational
   C. Post-operational

II. Organize these skills or competencies in a logical sequence in terms of operation, procedures and difficulty.

III. For each skill or competency listed identify the safety practices that should be followed.

IV. Develop a check sheet which includes a listing of skills and competencies needed to safely perform the job.

   A. Provide two levels of evaluation
      1. Check when student first demonstrates skill under supervision. This will normally be checked by the teacher.
      2. Evaluate when the student has acquired the ability to perform the activity in a work situation. This may be the teacher and/or employer.

   B. It is desirable that these check sheets be attached to the agreement form for the following reasons:
      1. To provide a schedule of organized and progressive work processes.
      2. As a record of a student's progress in acquiring the skills and competencies listed.

The following is one example of the above checklist developed as a guide for teachers of agriculture in developing materials appropriate to the occupational experience program of students in their classes.

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* Originally developed by Division of Occupational Education, Bureau of Agricultural Education, State Education Department, New York, March 25, 1968.

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Tractor Operation and Maintenance--
Skills & Work Processes Check Sheet

Skill or Job:	Demonstrated Skill		Job Competency	
	Rated by	Date	Rated by	Date
A. Pre-operation Student exhibits ability to carry out skills of operation of tractor by:				
1. Filling gas tank				
2. Checking oil and oil cleaner				
3. Checking and filling cooling system (including anti-freeze)				
4. Check tires - proper inflation				
5. Adjust seat to proper fit for operation				
6. Gets on and off tractor properly - using steps, etc.				
B. Operations (actual)				
1. Starts tractor				
2. Exhibits ability to clutch and shift gears				
3. Uses gas pedal and throttle for starting - driving				
4. Stops tractor smoothly, turns using brakes, sets brake when standing				
5. Chooses correct speed and gear for -				
a. Road work				
b. Field work				
C. Driving Skills				
1. Turns tractor properly with and without attachments				
2. Manipulate tractor and attachments under various conditions:				
a. Narrow space				
b. Limited room				
3. Can back tractor with:				
a. Two wheel rig				
b. Four wheel wagon or rig				
4. Demonstrate ability to lay out work in field according to a plan, after first inspection job				
D. Operating with machines attached (2 and 4 wheel)				
1. Uses judgment in driving forward, allowing for terrain, obstacles, etc.				
2. Choose right machine for tractor size				
3. Choose correct gear and speed for all attachments				

	Demonstrated Skill		Job Competency	
	Rated by	Date	Rated by	Date
E. PTO and Hitching				
1. Attach PTO properly to equipment				
2. Hitches to drawbar for proper height and line-up				
3. Uses properly the controls for PTO ...				
4. Handles throttle in correct relation to PTO and control				
F. Post-Operation - Parking tractor and machine				
1. Shuts off tractor and machine properly when not in use				
2. Applies safety precautions when working on tractor and any machine - alertness of individual				
3. Parks tractor and/or attached machines in proper position (on level if possible), proper position, uses jacks				
4. Wheel chocks used to hold in place for idling of machine				
5. Prepares machine for next job to be done				
General				
1. Student exhibits correct attitude for job				
2. Student appears to understand job				
3. Student understands and practices safety in all aspects of job				
4. Can understand and take directions and criticism				
5. Employer and employee go over check list on each machine				

Student Certification:

I have read all the above and agree that I have received the indicated instruction and have been checked out for satisfactory performance in each.

NAME OF STUDENT _____ Date _____
(Signature)

Acknowledgement _____
(Teacher of Agriculture)

APPENDIX "N"

Standards and Provisions for Student-Learner Certificates*

The following section is taken from the information guide and instructions for completing applications for student-learner certificates and from title 29, part 520 - Employment of Student-Learners.

Under regulations established pursuant to both the Fair Labor Standards Act and the Walsh-Healey Public Contracts Act, student-learners may be employed at wages below the minimum wages established under those acts in accordance with the certificates issued by the Wage and Hour Public Contracts Divisions of the U. S. Department of Labor. The employment of student-learners at special minimum wages subject to Regulations, part 520, issued under authority of section 14 of the Fair Labor Standards Act. Section 50-201.1102 of the general regulations under the Walsh-Healey Public Contracts Act recognizes the standards and procedures of Regulations, part 520, as applicable to the issuance of certificates permitting employment of student-learners at special minimum wages in the performance of government contracts.

1. Conditions Governing Issuance of Special Student-Learner Certificates

The following conditions must be satisfied before a special certificate may be issued authorizing the employment of a student-learner at subminimum wages:

(a) Any training program under which the student-learner will be employed must be a bona fide vocational training program;

(b) The employment of the student-learner at subminimum wages authorized by the special certificate must be necessary to prevent curtailment of opportunities for employment;

(c) The student-learner must be at least 16 years of age (or older as may be required pursuant to paragraph (d) of this sub-section);

(d) The student-learner must be at least 18 years of age if he is to be employed in any activity prohibited by virtue of a hazardous occupation order of the Secretary of Labor (See Hazardous Occupations);

(e) The occupation for which the student-learner is receiving preparatory training must require a sufficient degree of skill to necessitate a substantial learning period;

(f) The training must not be for the purpose of acquiring manual dexterity and high production speed in repetitive operations;

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* Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture. Columbus, Ohio: The Center for Vocational and Technical Education, pp. 122-130.

(g) The employment of a student-learner must not have the effect of displacing a worker employed in the establishment;

(h) The employment of the student-learners at subminimum wages must not tend to impair or depress the wage rates or working standards established for experienced workers for work of a like or comparable character;

(i) The occupational needs of the community or industry warrant the training of student-learners;

(j) There are no serious outstanding violations of the provisions of a student-learner certificate previously issued to the employer, or serious violations of any other provisions of the Fair Labor Standards Act of 1938, as amended, by the employer which provide reasonable grounds to conclude that the terms of the certificate would not be complied with, if issued;

(k) The issuance of such a certificate would not tend to prevent the development of apprenticeship in accordance with the regulations applicable thereto or would not impair established apprenticeship standards in the occupation or industry involved;

(l) The number of student-learners to be employed in one establishment must not be more than a small proportion of the working force;

(m) The special minimum wage rate shall be not less than 75 per cent of the applicable minimum under section 6 of the Act;

(n) No special student-learner certificate may be issued retroactively.

2. Who Is A Student-Learner?

As defined in the regulations, a student-learner is a student who is receiving instruction in an accredited school, college or university, and who is employed on a part-time basis pursuant to a bona fide vocational training program administered by his school. A bona fide vocational training program is one authorized and approved by a State Board of Vocational Education or another recognized educational body. These programs must provide for part-time employment training supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related industrial information which is given as a regular part of the student-learner's course of study in the educational institution he attends. Such programs may be either retail and service occupations or in trade and industrial skills.

3. Who May File?

Whenever it is believed necessary in order to prevent curtailment of employment opportunities, application may be made for a certificate authorizing an employer to pay student-learners special minimum wages below the

applicable statutory (or wage order) minimum wage under the Fair Labor Standards Act or below a minimum wage determination under the Walsh-Healey Public Contracts Act. A separate application on official forms furnished for the purpose must be filed by the employer for each such student-learner. Parts of this application are best completed by a school official, other parts by the employer. The appropriate school official, the employer, and the student-learner must sign the application. Before a certificate can be issued, the conditions specified in section 520.5 of the regulation must be met. (See section 4 on "Completing Student-Learner Certificates" for these conditions.) An example of a completed application for a certificate to employ a student-learner appears on the last page of this appendix.

4. Where Do You File?

Applications must be made on official forms supplied by the Divisions. The original of the completed application must be filed with the original office of these Divisions serving your area. A copy must be retained in the employer's files. Additional copies may be made available to school officials and the student-learner.

5. When Should You File?

Applications should be filed 15 or 30 days in advance of the date the student-learner begins his employment so that the Divisions can take action on the application before employment begins. Certificates cannot be issued retroactively.

When the student's employment opportunity might be lost by delay in obtaining a certificate, section 520.6 (c)(2) of the regulation establishes a procedure for a temporary authorization. A description of this procedure appears at the top of the face of the application.

6. Age and Proof of Age

Minors under 16 years of age in non-agricultural occupations are not eligible for student-learner certificates. Furthermore, in occupations declared to be hazardous by the Secretary of Labor, the student learner must be at least 18 years of age. (Hazardous Occupations Nos. 5, 8, 10, 12, 14, 16, and 17, permit student-learner employment at 16 and 17 years of age under certain specified conditions.) For additional information concerning child-labor provisions of the Fair Labor Standards Act, see Child-Labor Bulletin No. 101.

For employment subject to the Walsh-Healey Public Contracts Act, male employees must be at least 16 years old and female employees must be at least 18 years old.

In addition to entering the student-learner's birthdate in item 3 of the application, the employer should obtain and keep on file an employment or age certificate showing the student-learner to be at least the minimum

age for the occupation in which he is employed. Such a certificate also provides assurance that the employer is in compliance with the requirements of the state child-labor law. The form currently used in Florida for this purpose is the yellow State of Florida Age Certificate Form AT-30, revised in January, 1964.

7. Period of Employment Training at Special Minimum Wages

A certificate may be issued only for that portion of the employment training period for which special minimum wages below the minimum wages under the Fair Labor Standards Act or the Walsh-Healey Public Contracts Act are necessary. This period may not exceed the length of one school year unless a longer period is found to be justified by extraordinary circumstances which must be explained in detail at the time of the application. No certificate shall authorize employment training beyond the date of graduation of the student-learner.

Employment training at special minimum wage rates during the summer vacation period will not generally be authorized. However, in exceptional cases summer employment training may be authorized when it is an integral part of the vocational training program. Requests for summer vacation employment must be accompanied by a statement explaining the extraordinary circumstances justifying this employment, including the number of hours per week for which special minimum wages are requested.

In item 16 of the application, show only the number of weeks of employment during which special minimum wages will be paid. The beginning and ending dates of employment shown in items 8 and 9 should coincide with this period.

8. Hours of Work and School Instruction

The term "hours of school instruction" applies to all hours spent by the student-learner in actual classes of school instruction and does not include school hours spent in study hall, homeroom, and activity periods for which no academic credit is given.

The combined hours of school instruction and employment training authorized under a certificate may not exceed 40 hours a week unless justified by extraordinary circumstances. Such extraordinary circumstances must be explained in detail in a statement submitted with the application. Hours at special minimum wages in addition to these authorized on a certificate may be worked provided that the total hours worked do not exceed:

(a) 8 hours on any school day when school is not in session;

(b) 40 hours in any week during the school term when school is not in session for the entire week.

The employer shall note in his records the number of such additional hours and that they were worked because school was not is session. A student-

learner may not be employed in any week at special minimum wage rates for hours in addition to those authorized in the paragraph above.

In item 17 of the application, show only those hours employment during a week for which you intend to pay wages below the wage determination minimum applicable under the Public Contracts Act.

9. Wage Rates

The hourly wage rate shall be not less than 75 per cent of the applicable statutory minimum wage under the Fair Labor Standards Act. It is suggested that consideration be given to the payment of a progressive wage schedule, particularly if a full school year of employment training at special minimum wages is requested. If a progressive wage schedule is proposed, the special minimum starting rate must be not less than 75 per cent of the applicable statutory minimum. In item 18, show only those wages which are below the applicable minimum wage under the Fair Labor Standards Act. (This paragraph also applies to work subject to Public Contracts Act wage determinations.)

S A M P L E S H E E T

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U. S. Department of Labor
Wage and Hour and Public Contracts Division
P. O. Box 1170, Jacksonville, Florida

APPLICATION FOR A CERTIFICATE TO EMPLOY A STUDENT-LEARNER

The certification of the appropriate school official on the reverse side of this application shall constitute a temporary authorization for the employment of the named student-learner at less than the statutory minimum wage applicable under Hazardous Occupations Orders of the Fair Labor Standards Act of 1938, as amended, or at wages below the applicable Walsh-Healey Public Contracts Act minimum wage determination, effective from the date this application is forwarded to the Divisions until a student-learner certificate is issued or denied by the Administrator or his authorized representative, provided the conditions specified in Section 520.6 (c) (2) of the Student-Learner Regulation (29 CFR 520) are satisfied.

PLEASE READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM
PRINT OR TYPE ALL ANSWERS

1. Name and address of establishment making application: Hale Agricultural Supplies 4115 Lamar Foster, Florida 39081	3. Name and address of student-learner: John Carl Burton 5115 Lantern Lane Foster, Florida 39081 Date of Birth: January 1, 1951
2. Type of business and products manufactured, sold, or services rendered Agricultural Supplies	4. Name and address of school in which student-learner is enrolled: J. R. Mason Senior High School 228 Glendale Avenue Foster, Florida 39081

Information on school instruction:

5. Number of weeks in school year	36	11. Are Smith-Hughes Act or George-Barden Act Funds being used for this program? (Yes or No)	YES
6. Total hours of school instruction per week	15	12. Was this program authorized by the State board for vocational education?	YES
7. Number of such hours directly related to employment training	8		
8. Proposed beginning date of employment	1-2-68	13. If the answer to item 12 is "No", give the name of the recognized local educational body which has approved this vocational training program:	
9. Proposed ending date of employment	5-9-68		
10. Proposed graduation date of student-learner	5-9-68		

11. Outline the school instruction directly related to the employment training. (List courses, etc.)

Structure of Business

S a m p l e

ATTACH SEPARATE SHEETS IF NECESSARY

Information on employment training at special minimum wage:

15. How is employment scheduled (weekly, alternate weeks, etc.)?

Weekly

16. Number of weeks of employment training at special minimum wage: 17

17. Number of hours of employment training a week: 15

18. Special minimum wage(s) to be paid student-learner (if a progressive wage scale is proposed, enter each rate and specify the period during which it will be paid):

Not less than $1.05 per hour

19. Title of Student-Learner occupation:

Agricultural Supplies Salesman

20. Number of employees in this establishment: 4

21. Number of experienced employees in student-learner's occupation shown in question 19: 1

22. Minimum hourly wage rate of experienced workers in 21: $1.40

23. Is an age or employment certificate on file in this establishment for this student-learner? (If not, see instructions): YES

24. Is it anticipated that the student-learner will be employed in the performance of a Government contract subject to the Walsh-Healey Public Contracts Act? NO

25. Outline training on-the-job (describe briefly the work process in which the student-learner will be trained and list the types of any machines used).

Duties: Making calls with salesman. Inventory and ordering. Working with customers.

Machines Used: Adding machine, calculator.

26. Signature of student-learner:
I have read the statement made above and ask that the requested certificate authorizing my employment training at special minimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

John Carl Burton (Signature of Student) 12-30-67 (Date)

27. Certification by school official:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, as defined in section 520.2 of Student-Learner Regulations.

J. Sean Roark (Signature of School Official) 12/30/67 (Date)

Title Vocational Agriculture Teacher

28. Certification by employer or authorized representative:

I certify, in applying for this special certificate, that all of the foregoing statement are, to the best of my knowledge and belief, true and correct.

Stuart E. Travis (Signature of Employer or Representative) 12/30/67 (Date)

Title Owner

ATTACH SEPARATE SHEETS IF NECESSARY